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ABSTRACT

This compendium, which is part of a series, describes the current status of 105 demonstration projects funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, as part of the Transition Initiative to help disabled youth make the transition from schooling to successful employment. Eight major sections define the different funding competitions occurring in 1984 and 1985: (1) Handicapped Children's Model Demonstration Programs: Youth Employment Projects; (2) Handicapped Children's Model Demonstration Program: Post-Secondary Projects; (3) Post-Secondary Educational Programs for Handicapped Persons--Demonstrations; (4) Post-Secondary Education Programs for Handicapped Persons--Demonstrations; (5) Rehabilitation Services--Special Projects; (6) Secondary Education Transitional Services for Handicapped Youth--Service Demonstration Projects; (7) Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transition Services; and (8) Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transition Services. Information provided for each project includes: title, mailing address, contact person, phone number, geographic area served, number and type of students served, number of staff and parents served, project purpose, current focus of project activities, cooperating agencies and organizations, project evaluation plan, product availability and project descriptors. (CB)

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Compendium of Project Profiles

Phelps

TRANSITION
INSTITUTE
AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
 - Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
 - Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
 - Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
 - Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
 - The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
 - Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.
-

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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Compendium of Project Profiles

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Introduction and Overview

The Compendium describes the current status of 105 demonstration projects that have been funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services as part of the Transition Initiative. In early 1984, the Transition Initiative was developed under the leadership of Assistant Secretary Madeline C. Will for the purpose of strengthening the connection between school and work life for the nation's handicapped youth. Her seminal paper entitled *Bridges from School to Working Life*, published in April, 1984, outlined the policy and programming issues affecting the 300,000 handicapped youth who leave secondary schools annually. The Transition Initiative, which has been supported by three different Federal discretionary programs, was formalized in Section 626 of the Education of the Handicapped Act Amendments of 1983. In Fiscal Year 1984, Congress appropriated \$6.0 million for grants and contracts focusing on Secondary Education and Transition Services under Section 626.

With this significant and substantial federal investment, identification and dissemination of model program information is extremely crucial to assuring the long-range impact of the initiative upon both school and community-based programs. Usually, professionals from special education, rehabilitation, vocational education, adult services, as well as employers and parents have a multitude of questions regarding program development for youth. The project profiles are designed to provide comprehensive and current information describing the following: target audiences, program purposes, current activities, evaluation, products, cooperating agencies and organizations. The profiles highlight and summarize the development of the model programs through the 1985-86 school year. The profiles are intended

to provide the essential information regarding the current status of each model demonstration project.

The Compendium is organized into eight major sections--one for each of the different funding competitions that occurred in 1984 and 1985. At the beginning of each section is a description of the purposes of the funding competition and a composite profile that summarizes the various aspects of the projects within each competition (e.g., students served, project purposes, etc.). The individual project profiles follow, which detail the specific components of each project in the competition.

Users of the Compendium are urged to communicate directly with the project contact persons listed on the profiles. In most cases, the projects have a variety of materials and products that they are willing to share with others.

Since this is the initial edition of the Compendium, the Institute staff would welcome comments and suggestions for improving the useability and effectiveness of the document. Please direct your comments to the Director of the Institute, Dr. Frank R. Rusch at the address noted on the cover.

TRANSITION PROJECT COMPETITION PROFILE

Competition: Handicapped Children's Model Demonstration
Program--Youth Employment Projects

CFDA 84.023D

Twelve model demonstration grants were funded under this competition in fiscal year 1984. The purpose of this grant competition was to support demonstrations relating to expanding and improving the education of handicapped individuals so as to increase the range of jobs available to them as well as to facilitate transition from school to the world of work. The major goals of projects within this competition are: (1) to determine the problems affecting the employability of handicapped individuals, particularly those relating to the transition from school to work; (2) to develop, determine the effectiveness of, and demonstrate specific interventions related to these problems, particularly interventions related to: (a) the role of the school in increasing the employability of handicapped individuals including long-range planning for employment, counseling, job awareness, the development of social/interpersonal skills needed for employment, and specific occupational skills; and (b) the transition from school to work, including job placement, training on-site in specific job requirements, and follow-up support to ensure job maintenance.

Purpose: The purpose of this program is to support model programs that demonstrate innovative approaches to facilitating transition from school to work. Issues of particular interest are: the role of the schools in preparing the handicapped person for the world of work including counseling; skill development, both social/interpersonal and job specific; and occupational information--all within the framework of a model program. The aim of this grant program is to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities.

Authority: Sections 641 and 642 of Part E of the Education of the Handicapped Act (20 U.S.C. 1441-1442).

Eligible Recipients: State or local educational agencies, institutions of higher education, state, and other public or nonprofit private educational or research agencies and organizations.

No. of Grants to be Awarded: Approximately \$1,500,000 will be available to support 15 new demonstration projects under this program in fiscal year 1984.

Anticipated Funding Level: Projects should be budgeted at approximately \$100,000.

Duration: Grant approval is for a three-year period subject to an annual review of progress and availability of funds.

Youth Employment Projects

Recipients/Sponsoring Agencies: Of the 12 projects funded under this competition, six were awarded to institutions of higher education. The remainder of the awards were to three public and private schools, two to private nonprofit rehabilitation associations and facilities, and one to a state education agency.

Geographic Location: The 12 projects are located in nine different states with New York, Oregon, and Wisconsin having two projects each. The states are fairly evenly spread throughout the United States.

Target Audience: Each of the projects have as their major goal the provision of direct services to handicapped youth which will facilitate the transition from school to work by increasing the range of jobs available to them and in developing innovative approaches to assure a smooth transition. It is estimated that approximately 2,087 handicapped youth will be served over the three years that projects are funded. The ages of the project participants range from ages 15 to 21. A variety of specific handicapping conditions are being served in the projects. Five of the projects indicated that they are focusing their efforts in serving severely multiply handicapped youth, one indicated serving mildly and moderately handicapped and one indicated an emphasis on serving disabled women and girls. Other projects are serving a combination of youths having specific handicapping conditions.

Project Purposes: Although each project is unique, all have as their major emphasis the provision of a continuum of services which will assist handicapped students who are exiting secondary schools to pursue opportunities in the world of work, and the development of linkages to postsecondary adult service delivery systems. The purpose statements encompass efforts to enhance the employability of handicapped high school students; develop and implement transitional services and strategies; provide career counseling, social/interpersonal skill and specific job skill development; and placement and follow-up.

Current Focus (1985-86): The general focus during 1985-86 has been activities toward implementing program plans and initiatives which were developed in the first year of the project. These plans include but are not limited to collecting formative evaluation data, developing plans for replication, and expanding services. Specific foci during this year are on developing and making available products in the form of videotapes, curriculums, in-service packages, parent resource handbooks, manuals, computer-assisted instruction research studies, compendium of entry criteria and program options, quarterly newsletter, telephone "hot line," and computerized information clearinghouse.

Cooperating Agencies and Organizations: Extensive interagency relationships characterize most of the projects in this competition. For the most part the grant recipients indicate involvement with local school districts; vocational rehabilitation; job services; Job Partnership Training Act (JPTA); mental health and developmental disabilities boards; adult service agencies; labor, business and industry/Chamber of Commerce; and parent advocacy groups. Several projects indicate an emphasis of services to parents or the involvement of parents in advisory capacities.

Project Evaluation Plan: Most evaluation plans are in the formative stage of gathering data which will support preliminary reporting of results. No one program is a replica of another, however, each reports similar efforts to compile data and information on student characteristics and background, employer satisfaction, consumer perceptions, student outcomes, and follow-up status. Summative reporting of specific outcomes and postprogram follow-up status are planned for the final year of the project. The project directors or their designated coordinators all appear to be interested in knowing the level of participant, employer, and parent satisfaction with the program and the services received. The most frequently mentioned strategies for collecting evaluative data were: review of student cumulative records and program files; interviews with students, parents and staff involved in the program; follow-up studies; and the use of third-party evaluators.

Products: The projects in this competition are producing a variety of products and materials to describe their efforts. One project has developed and published a quarterly newsletter. Others are producing operations, training, and replication manuals. Still others are producing implementation checklists, curriculum guides, parent handbooks, employment readiness assessment packages, job skills profiles, adult services manuals, computer-assisted instruction packages, and parent and participant follow-up surveys. To date, seven projects have produced a progress report for either their first or first and second years of operation.

PROJECT PROFILE

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Title: Children's Model Program: Youth
Employment Project

Competition: 84.023D

Mailing Address:

Southwest Bus., Ind. and Rehab. Assoc.
4410 N. Saddlebag Trail
Scottsdale, AZ 85251

Contact Person: Dr. Joseph Demarsh

Telephone: (602) 949-0135

Geographic Area Served:

Project Start Date: 10/1/84

Maricopa County, AZ

Project End Date: 10/1/87

STUDENTS SERVED:

Total: 120

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
10/1/84-	Learning disabled	39	15+
12/11/85	Mentally retarded	10	
	Emotionally handicapped	16	
	Cerebral Palsy	7	
	Visually impaired	1	
	Hearing impaired	1	
	Physically handicapped	10	
	Autistic	2	
	Epileptic	1	
	EMR	25	
	TMR	6	
	Brain damaged	2	

STAFF SERVED: 38 Other direct service agencies.

PARENTS SERVED: 215+

OTHERS: Secondary school staff and community college staffs.

PROJECT PURPOSE:

To develop, test and refine a model designed to link secondary handicapped youth with community training/education resources, and ultimately with jobs in competitive or non-traditional employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Providing technical assistance to participating educational facilities, development of curriculum modifications for school districts and community colleges, updating of data base used in computerized clearinghouse for matching client needs with available community resources, telephone "hot line."

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Program client statistics.

PROCEDURES FOR COLLECTION AND REPORTING: Predetermined schedule to document attendance, problem areas, progress of participants, intake and referral process forms.

PRODUCTS:

	Available <u>Presently</u> FY 01 preliminary <u>report</u>	Will be <u>Available By</u> Final outcome evaluation <u>1/87</u>
Evaluation/Progress report		
Other products or reports, describe below	<u>yes</u>	<u> </u>

Tables displaying visual representation of project demographics (e.g., disability of gender, race by gender), Quarterly Newsletter

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Private/non-profit, clearinghouse, technical assistance,

SECONDARY DESCRIPTORS (5 or less): assessment

PROJECT PROFILE

7

Title: Handicapped Children's Model Demonstration Project Competition: 84.023D

Mailing Address:

Department of Special Education
College of Education
University of Idaho
Moscow, ID 83843

Contact Person: Diane Baumgart

Telephone: (208) 885-6159

Geographic Area Served:

Moscow and Lewiston, Idaho
(and selected regions of the state)

Project Start Date: 7/1/84
Project End Date: 7/1/87

STUDENTS SERVED:

Total: 64

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	Mentally retarded	64	16-21
1985-86			

STAFF SERVED: 13-17

PARENTS SERVED: 100

OTHERS: 7 Administrators

PROJECT PURPOSE:

To develop and implement curricula for non-school and school-based instruction which will prepare students in the vocational domain and allow them to meet state graduation requirements.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Replication of model project activities in school districts and adult service agencies in other regions of the state.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Vocational Rehabilitation, Adult and Child Development Center

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Services to parents, districts, adult agencies and students.

PROCEDURES FOR COLLECTION AND REPORTING: Self-reporting follow-up questionnaires, student interviews, personal records of project staff - list available upon request.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	_____
Other products or reports, describe below	<u>yes</u>	_____

Several products - order form available (e.g., Adult Services Manual, Social Skills Curriculum, STEP Field Manual, Computer-assisted Instruction Research Study)

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Interagency cooperation, adult services, social skills, public school, rural student program, university-based programming, school-based
SECONDARY DESCRIPTORS (5 or less): instruction

PROJECT PROFILE

8

Title: Project TRYAD: Transition Model for
Multiply/Severely Handicapped Young Adults

Competition: 84.023D

Mailing Address:

Boston College
McGuinn Hall, 8-19
Chestnut Hill, MA 02167

Contact Person: J. Edward Carter

Telephone: (617) 552-8208

Geographic Area Served:

Central and Eastern Massachusetts

Project Start Date: 9-1-84

Project End Date: 8-30-87

STUDENTS SERVED:

Total: 125-150

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	Multiply/severely handicapped	125-150	19-22
1985-86	Multiply/severely handicapped		

STAFF SERVED: School Staff and agency staff.

PARENTS SERVED: Parents of above students.

OTHERS: Schools, agencies, and organizations.

PROJECT PURPOSE:

To replicate a case-management process for transitioning multiply/severely handicapped young adults into appropriate post-school programs from public schools, collaborative and private school programs throughout Massachusetts.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Inservice training for school staff, parents, human service agencies, and advocacy organizations; (2) Consultation/advocacy for consumers, parents, and organizations; and (3) Provide statewide information about operating day and residential programs.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Bureau of Transitional Planning of the Massachusetts Dept. of Human Services

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Status of first post-school year referrals and placements in adult day programs.

PROCEDURES FOR COLLECTION AND REPORTING: Post-school placement follow-up survey questionnaire to school site staff, day program personal and parents.

PRODUCTS:

Available
Presently

Will Be
Available 8y

Evaluation/Progress report

Other products or reports, describe below

x

Training model & manuals (parents/advocates, education professionals, and adult agency personnel), Compendium of entry criteria & program options

PROJECT DESCRIPTORS: (Chosen from attached list)

Primary descriptors (5 or less): Multiply/severely handicapped, post-school programs, assistance, staff training, clearinghouse for services

Secondary descriptors (5 or less): "Aging out," procedures, model validation, ITP

PROJECT PROFILE

9

Title: VECTOR: A New Direction

Competition: 84.0230

Mailing Address:

Contact Person: Vince Svaldi

West Metro Education Center
1001 Highway 7
Hopkins, MN 55343

Telephone: (612) 933-9339

Geographic Area Served:

Project Start Date: 3/2/84

Thirteen School Districts within

Project End Date: 3/1/87

Hennepin Technical Center Service Area

STUDENTS SERVED:

Total: 60 (average daily membership)

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	Mentally retarded	1984-85 - 40	18-21
1985-86		1985-86 - 20	

STAFF SERVED: No staff component.

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop and implement a model for enhancing the role of a school district in (a) increasing the employability of handicapped individuals through the utilization of an area vocational-technical institute's resources, and (b) facilitating the transition of handicapped individuals from school to employment in competitive industry, sheltered employment, or work activity commensurate with their skills, knowledge and ability.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Occupational skill training in integrated vocational classrooms, on-the-job training in private sector, classroom instruction using "employability skills for the special needs learner" and "AOLEST-life skills instruction" curricula, follow-up support of program graduates.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

13 School districts (see Geographic Area Served).

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Perceptions of consumers, parents, students, project directors.

PROCEDURES FOR COLLECTION AND REPORTING: Survey instruments.

PRODUCTS: Video tape - not approved by Washington, OC. Approval expected June 86.

Available
PresentlyWill Be
Available By

Evaluation/Progress report

yes4/86

Other products or reports, describe below

yes10/86

Evaluation report of VECTOR services as perceived by consumers

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Vocational assessment/counseling, occupational skills training

SECONDARY DESCRIPTORS (5 or less): Attitudinal development, human relations training, independent living skills

PROJECT PROFILE

Title: Facilitating the Employment of Hearing Impaired Students Through an Employer Group/School Consortium

Competition: 84.023D

Mailing Address:

Direction of TREE Division
Lexington Center, Inc.
30th Avenue & 75th St.
Jackson Heights, NY 11370

Contact Person: Alan Lerman
Valarie Shulman, Coord.

Telephone: (718) 899-8800

Geographic Area Served:

Metropolitan New York

Project Start Date: 9/1/84

Project End Date: 9/1/87

STUDENTS SERVED: Total: 10 - 3 placed, 98 total

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Deaf		17-21
	Learning impaired/multi-handicapped	10	16-21

STAFF SERVED: +1-35

PARENTS SERVED: Parents of 98 students.

OTHERS: Bank personnel +25

PROJECT PURPOSE:

To explicate a conceptual model and then design, develop, implement, evaluate, revise and replicate an exemplary program of prevocational assessment, vocational preparation, placement and follow-up directed to the needs of the severely and multiple handicapped hearing impaired young adult.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Placement of 10 students into banks; inservice workshops for bank and school staff; evaluation, review and revision of the model; support services to students; expansion and addition of job families.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Banks, Office of Vocational Rehabilitation (OVR)

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Info on student background, experience, etc.; families, banks, and Lexington.

PROCEDURES FOR COLLECTION AND REPORTING: Interviews (students, teachers, school and bank personnel), checklists, questionnaires (parents, students and teachers), cumulative records and committee meetings.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Progress report	<u>yes</u>	<u> </u>
Other products or reports, describe below	<u>yes</u>	<u>9/86</u>

Several major materials (e.g., Report on Student Data, Profile Basic Job Skills, Profile of Alternative Training Environments)

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Hearing impaired, multiple handicapped, private school, prevocational assessment, on-the-job training, parent profile, Spanish materials

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

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Title: Life and Career Skills Development Program Competition: 84.023D
 Mailing Address: Contact Person: Donna Phillips
 Director of Occupational Education Telephone: (716) 325-4560 (Ext. 2313)
 Rochester City School District
 131 W. Broad St.
 Rochester, NY 14608 Geographic Area Served:
 City of Rochester
 Project Start Date: 6/1/84
 Project End Date: 5/30/87

STUDENTS SERVED:

Total: 75

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-88	LD, Emotionally handicapped, and/or MR	75	15-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To address the issue of youth employment by providing career education, occupational information, job placement and on-the-job monitoring of performance for 75 handicapped youth aged 15-21 who are currently enrolled in the Center High Program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) 90% of the students placed in the Volunteer Work Program will demonstrate 90% proficiency to be placed in the Paid Work Program (PWP); (2) Prepare Phase II of the student's IEP's; (3) Continue video-tape production; and (4) Organize Parent Advisory Committee.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

JTPA, various non-profit organizations

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Rating scales, student test results, and certificates of volunteer work, evaluator will verify that project objectives were achieved.

PROCEDURES FOR COLLECTION AND REPORTING: Project Director will be responsible for collecting and maintaining all data, such as the rating scales submitted by supervising tutors, student test results, and certificates of volunteer work. Training logs will be kept detailing inservice training and follow-up training for tutors.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u> </u>	<u>at end of each year</u>
Other products or reports, describe below	<u> </u>	<u>end of project</u>
Project Handbook, video training tapes (curriculum) - end of project		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Youth employment, career education, job placement, Parent Advisory Committee, alternative school
 SECONDARY DESCRIPTORS (5 or less): On-the-job training

PROJECT PROFILE

12

Title: Employability Support Network of
Disabled Youth

Competition: 84.023D

Mailing Address:

Oregon Health Services University
Child Development & Rehabilitation Center
P.O. Box 574
Portland, OR 97207

Contact Person: Robin Stephens

Telephone: (503) 225-8313

Geographic Area Served:

State of Oregon

Project Start Date: 9/1/84

Project End Date: 9/1/87

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	Physically disabled, mild-moderate	70	16-22
1985-86	MR, LD, deaf, blind		

STAFF SERVED: 20 facilitators 1984-85, 22 facilitators 1985-86.

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To establish a network of "employability readiness" support groups for disabled youth that (a) uses successfully employed disabled adults as role models in a support group setting, and (b) to help individuals to overcome feelings of isolation and invisibility, develop their self-respect, self-esteem, increase independent living skills, and learn their rights and how to assert them.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Training of new support group facilitators, expansion of support groups from 10 in 1984-85 to 12 in 1985-86, follow-up facilitation training, and gathering data and drafting two handbooks.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Schools and school districts in Oregon including Portland Public Schools, Beaverton School District, Salem Schools and many other Oregon agencies.

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Self-esteem and skill pre/post test, progress reports, youth satisfaction of group follow-up after 1 year, facilitator training evaluation, facilitator satisfaction of project, weekly group analysis forms, and parent and teacher data on growth of student.

PROCEDURES FOR COLLECTION AND REPORTING: Questionnaires and observations.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>10/86</u>
Other products or reports, describe below	<u>yes</u> (draft)	_____
Facilitator's Handbook of activity ideas, curriculum, replication handbook (How to Establish Support Groups in Your Area)		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Disability support groups, learning disabled,

SECONDARY DESCRIPTORS (5 or less): physically disabled, deaf, mild MR, moderate MR

Title: The Orthopedically Handicapped Youth
Employment Model

Competition: 84.023D

Mailing Address:

Oregon Research Institute
195 W. 12th Ave.
Eugene, OR 97401

Contact Person: Jo Ann Sowers

Telephone: (503) 484-2132 (private
residence)

Geographic Area Served:

State of Oregon

Project Start Date: 5/1/84

Project End Date: 5/1/87

STUDENTS SERVED:

Total: 28

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	TMR/physically disabled	8	13+
1985-86	EMR/physically disabled	20	

STAFF SERVED: 1984-85 - 4, 1985-86 - 15+

PARENTS SERVED: 20

OTHERS:

PROJECT PURPOSE:

To develop, field test, replicate and disseminate nationally a model for transitioning severely orthopedically impaired secondary school students to competitive employment placements.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Implement model with nine students in two school districts that were piloted in 1984-85. On-the-job training of students at private business site(s).

COOPERATING AGENCIES & ORGANIZATIONS (if any):

2 School districts.

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student demographic/outcome measures, fidelity of implementation measures, student, parent, teacher, administration perceptions.

PROCEDURES FOR COLLECTION AND REPORTING: Project staff collects data.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>8/1/86</u>
Other products or reports, describe below	<u>yes</u>	<u>8/1/86</u>

Model Manual, guide for surveying business, curriculum for physically disabled vocational training in computer data entry, photocopying, filing, mailing, parent resource book

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): TMR and EMR orthopedically impaired

SECONDARY DESCRIPTORS (5 or less): On-the-job training, public schools

Title: Utah Community-Based Transition Project
for Severely Handicapped Youth

Competition: 84.0230

Mailing Address:

Department of Special Education
University of Utah
Milton-Bennion Hall 221
Salt Lake City, UT 84112

Contact Person: John McOonnell

Telephone: (801) 581-8121

Geographic Area Served:

State of Utah

Project Start Date: 10/1/84

Project End Date: 10/1/87

STUOENTS SERVED:

Total: 70

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	Severely handicapped	84-85 - 36	15+
1985-86		85-86 - 40	

STAFF SERVED: Teacher preservice - 12, 1985-86, Teacher inservice - 11, 1984-86.

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Develop and implement a community-based training model in integrated public school classrooms of regular high schools for severely handicapped secondary aged school youth, integration of model components into teacher preservice at University of Utah, and provide on-going inservice training and technical assistance to participating school district staff with respect to model.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Implementation of model in three high school programs, training classroom and supervisory staff in model components, conducting quarterly implementation reviews, providing on-going technical assistance to implementation sites.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student, parent, teacher, employer satisfaction.

PROCEDURE FOR COLLECTION AND REPORTING: Personal interview, staff observation, self-reported responses to mailed questionnaires.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u>immediately</u>
Other products or reports, describe below	<u>no</u>	<u>1/87</u>

Vocational training manual for teachers of students with severe handicaps, evaluation instruments for home activities review, outside school activities, employer satisfaction, parent survey, follow-up survey of graduates, teacher rating scales

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Secondary public school, model program, severely handicapped

SECONDARY DESCRIPTORS (5 or less): Teacher preservice/in-service training

Title: Employment Training and Transition: A
Replicable Model for Employing Severely
Handicapped Youth in the Community

Competition: 84.023D

Mailing Address:

Superintendent of Public Instruction
Special Education Section
Old Capitol Building
Olympia, WA 98504

Contact Person: Carla Jackson

Telephone: (206) 753-6733

Geographic Area Served:

Statewide

Project Start Date: 10/1/84

Project End Date: 10/1/87

STUDENTS SERVED:

Total: 76

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
10/84-10/85	Severely handicapped	84-85 - 36	16+
10/85-present	Moderately/severely handicapped	85-present - 40	

STAFF SERVED: Total of 5 teachers and supervisors from LEA's in 1984-85. Total of 11 additional teachers and supervisors in Eugene, 1986.

PARENTS SERVED: Parents of students in all classroom sites receive a locally developed transition manual, are invited to transition inservices, and take an active part in IEP/ITP.

OTHERS: Technical assistance was provided to those sites expressing an interest but not chosen as target sites for the 1985-86 school year. Cumulative inservice is provided for all interested staff in one-day workshops and a more intensive Summer Institute.

PROJECT PURPOSE:

To develop a classroom model for students with severe/moderate handicaps which prepares individuals for life and employment in the community. Model features include: selection of locally relevant job clusters for training, parent involvement in IEP processes, on-site training and systematic reporting on post-school service needs of severely handicapped school leavers.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Extension of program to 3 LEA's in state of Washington, development of operations manual that details work training component for a self-contained high school class serving severely handicapped individuals, and that details operation of community work crews and central work training sites.

COOPERATING AGENCIES & ORGANIZATIONS (if any): 3 local school districts

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Documentation of project effectiveness and impact from employers, parents, teachers.

PROCEDURES FOR COLLECTION AND REPORTING: On-site quarterly reviews, evaluation information collected from employer and consumer instruments, outside school community activity record.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u> </u>
Other products or reports, describe below	<u>yes</u>	<u> </u>
Operations Manual, Implementation Checklist, Community Work Crew Manual, Operations Manual for central work training site		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): SEA based initiative, secondary public school, classroom model, employment training

SECONDARY DESCRIPTORS (5 or less): Severe and moderately handicapped

Title: A Non-Sheltered Community-Based Training Model for Students with Severe Behavior Disorders

Competition: 84.0230

Mailing Address:

University of Wisconsin - Madison
1025 W. Johnson, Room 570
Madison, WI 53706

Contact Person: Anne Oonnellan

Telephone: (608) 263-4272

Geographic Area Served:

Dane County

Project Start Date: 10/1/84

Project End Date: 10/1/87

STUDENTS SERVED:

Total: 15

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Severely behavior disordered	average 15	11-21

STAFF SERVED: Madison Metropolitan School District, other communication educational and service agencies.

PARENTS SERVED: Madison Metropolitan School District.

OTHERS:

PROJECT PURPOSE:

To design, develop, implement and evaluate a community-based vocational training program for severely behavior disordered students by emphasizing a community-based public school vocational training component, a public school teacher inservice component, and a task force component.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Vocational training of 15 student participants in non-sheltered community-based sites, development of manual identifying effective alternatives to the use of punishment with severely behavior disordered youth, development of appropriate techniques to teach vocational and related social skills.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Dane County Unified Services Board, New Concepts for the Handicapped Foundation, Options in Community Living, Wisconsin Coalition for Advocacy, Goodwill Industries, other educational and vocational agencies in Dane County, Wisconsin Coalition for Advocacy

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Through regular student records, workshop participant evaluations.

PROCEDURES FOR COLLECTION AND REPORTING: Staff reports, self-reporting participant questionnaires.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>n/a</u>
Other products or reports, describe below	<u> </u>	<u> </u>
Manual on Effective Alternatives to the Use of Punishment - 10/1/86		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Severe behavior disordered, community-based training, youth-employment project, public school
SECONDARY DESCRIPTORS (5 or less):

Title: Demonstration of a School Based Vocational Preparation Model for Transition from School to Work Competition: 84.023D

Mailing Address:

Research and Training Center
University of Wisconsin/Stout
Menomonie, WI 54751

Contact Person: Charles Coker/Dale Thomas

Telephone: (715) 232-2236

Geographic Area Served:

Project Start Date: 9/1/84
Project End Date: 9/1/87

1 Urban and 4 Rural School Districts

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	Learning disabled	84-85 - 12	17-21
1985-86	Mentally retarded	85-86 - 21	
		84-85 - 4	85-86 - 6

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Development and evaluation of a transition to work model which includes assessment of the employment readiness of handicapped students, provision for training to remediate skill deficits which could be barriers to successful employment, and provision of intensive job search training designed to gain suitable employment; and development of training materials and processes for adoption to other Wisconsin school districts.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Field test of structured, revised curriculum, providing technical assistance to staff at various project sites, collection of data on 50 nonparticipants at the research sites, and conducting formative and summative evaluations (e.g., interviews, survey of participants who have graduated).

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Data on participant's ability to obtain employment following graduation, manner in which model implemented at each demonstration site, (e.g., Vocational Adaptivity Scale, interviews, survey, base-line samples).

PROCEDURES FOR COLLECTION AND REPORTING: Surveying program graduates 3 months and 9 months after graduation, personal interviews, student records.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	_____
Other products or reports, describe below	<u>no</u>	<u>1987-88</u>

Employment Readiness Assessment Package, Employment Readiness Training Curriculum, Job Search Skills Package

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Model project, MR, EMR, LD, assessment

SECONDARY DESCRIPTORS (5 or less): Employment readiness, job search skills

TRANSITION PROJECT COMPETITION PROFILE

Competition: Handicapped Children's Model Demonstration
Program--Post-Secondary Projects

CFDA 84.023G

Fifteen model demonstration grants were funded as a result of this competition conducted in the spring of 1984. The major purpose of this grant competition was to initiate model demonstration programs focusing on assisting handicapped youth who had completed secondary education in pursuing appropriate postsecondary education and training opportunities. The following specifics from the grant application materials describe the intent of the U.S. Office of Special Education and Rehabilitation in establishing these projects.

Purpose: The purpose of this program is to support new model demonstration projects which will complement secondary programming and link handicapped individuals, who exit the secondary schools but are not yet ready for competitive employment, to community-based training programs and services. Issues of particular interest include: development of an interface between education programs and community service providers, efforts to place and provide continued training and support to individuals for competitive employment, and the development of models to demonstrate that all handicapped individuals leaving public school programs, regardless of disability or severity, have access to community-based training programs. The aim of this grant program is to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities.

Authority: Sections 641 and 642 of Part E of the Education of the Handicapped Act (20 U.S.C. 1441-1442).

Eligible Recipients: State or local educational agencies, institutions of higher education, and other public and nonprofit educational or research agencies and organizations. In addition, the Secretary may award contracts to profit-making organizations.

No. of Grants to be Awarded: Approximately \$1,500,000 will be available to support 15 new demonstration projects under this program in FY 1984.

Anticipated Funding Level: Projects should be budgeted at approximately \$100,000.

Duration: Grant approval is for a three-year period subject to an annual review of progress and the availability of funds.

Post-Secondary Projects

Recipients/Sponsoring Agencies: Nine of the 15 grants were awarded to institutions of higher education. In most instances, university faculty who are directing the projects have employed staff who are directly involved in providing postsecondary services in concert with local schools, adult service agencies, parent/advocacy organizations, and other agencies. Private, nonprofit organizations (such as local ARC organizations) received four of the 15 grants, while the others were received by a state department of special education and a local educational agency.

Geographic Location: The 15 projects are located in 12 different states. The state of New York has three, while Illinois has two projects.

Target Audience: The 15 projects are each involved in providing direct services to handicapped youth. The project directors collectively estimate that approximately 6,168 handicapped youth and young adults will be served in these programs over the three year period that they will be operated. Due to differences in state and local classification schemes and the ambiguity of local identification practices, it is extremely difficult to determine the nature of specific handicapping conditions being served in the projects. However, six of the 15 projects indicated they are focusing their efforts on serving severely handicapped youth. Two projects are attempting to serve the post-secondary education needs of youth from all disability areas.

Eight of the projects also include provisions for staff inservice training, while four projects seek to directly serve parents in addition to handicapped students.

Project Purposes: Each of the projects has a somewhat unique purpose. They each address the postsecondary education, training, support service, and placement needs of handicapped youth who have exited or are about to exit from secondary schools. The purpose statements encompass efforts to: enhance the employability of handicapped college students; prepare severely handicapped youth for competitive employment; provide transitional employment services; provide career planning, job seeking, and placement services; and increase the coordination of school-community resources.

Current Focus: 1985-86 was the second year of operation for these projects. For the most part, the activities focused on implementation of program plans that had been developed in the initial year. In addition, several projects were developing new program components, collecting formative evaluation data, developing plans for replicating the program at additional sites, and expanding services from those provided in the first year. Among the innovative techniques being testing were the following: a referral network of placement alternatives, analysis of local employment alternatives, development of videotapes on teaching transitional skills to autistic youth, and establishing a career internship program for learning disabled college students.

Cooperating Agencies and Organizations: Extensive interagency relationships characterize most of the projects in this competition. In most instances, the organization receiving the grant had designated the involvement of local schools, vocational rehabilitation, adult service agencies, mental health and developmental disabilities agencies, and the service delivery agent for the Job Training Partnership Act. Most of the projects also have developed mechanisms for parent involvement in an advisory capacity, and in two projects, parents were receiving services directly. Most of the projects were also working with local business people/employers in planning and implementing their programs, but few had mechanisms for formal advisory or evaluative involvement by this group.

Project Evaluation Plan: The evaluation designs being used by the projects were highly varied in focus. Each of the projects appeared to be compiling data and information on student characteristics, student achievement (where appropriate), and client/student outcomes from participation in the program. Most frequently, projects planned to collect or were collecting job placement information (e.g., employment status, job held, earnings, etc.). Several projects intended to compare student outcome data to information collected at program entry as a measure of program impact. In two projects, the evaluation plan included the use of a comparison group of similar students. The directors and staff of these projects also appear interested in knowing the level of client/student and employer satisfaction with the program and the services received. Finally, four projects noted interest in determining the cost(s) of the program per client, although no detailed cost-benefit/outcome designs had been developed.

Among the most frequently mentioned strategies for collecting evaluative data were the following: review of student records and program files, interviews with participants and other key personnel, completion of follow-up studies, and the use of a third-party evaluator.

Products: Each of the projects is and will be producing different materials describing their efforts. Two projects have developed newsletters and publish them on a regular basis. Three projects report they have developed or are planning to develop descriptive brochures. A third of the projects (5) intend to produce one primary document (i.e., a handbook) which will include a comprehensive description of the model program and the procedures used in its development. Among the other documents under development are the following: employer guides and brochures, instructional films, transition strategy books, client and coordinator handbooks, and resource guides for specific personnel (e.g., instructors, employers, community resource mentors, etc.).

To date, all except three of the 15 projects have produced a progress report for either their first or first and second years.

Title: Project INTERFACE

Competition: 84.023G

Mailing Address:

Contact Person: Justin Marino

Dept. of Educational Admin. & Supervision
 Arizona State University - Com. Services Ctr.
 200 N. Curry Road
 Tempe, AZ 85287

Telephone: (602) 965-2070

Geographic Area Served:

Metropolitan Phoenix, AZ

Project Start Date: 10/1/84

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 2027

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-87	Disabled minority youth	1054	18-22
	Non-minority disabled youth	973	18-22
	Mentally retarded	809	18-22
	Emotionally disabled	197	(included 18-22
	Physically disabled	26	in 18-22
	Learning disabled	946	totals 18-22
	Multiply disabled	49	above) 18-22

STAFF SERVED: N/A

PARENTS SERVED: Wherever and whenever services are requested.

OTHERS: Employers, community service workers, etc.

PROJECT PURPOSE:

Design, implement, and evaluate a model post-secondary demonstration project for handicapped youth ages 18-22 years of age. Project INTERFACE is designed to link handicapped youth, who exit secondary schools and who are not yet ready for competitive employment, to community based training programs and services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

The project activities have focused on the development of a source of employers and Information Clearinghouse, Job Development, Placement on Jobs, and follow-up of clients placed for handicapped youth. During 1985-86 the model clearinghouse is being implemented with clients and inservice training is being provided to various cooperating agencies and business and industry personnel. A Task Team Board consisting of members representing populations served by Project guides and advises the Project Director and staff.

COOPERATING AGENCIES & ORGANIZATIONS (if any): 17 member advisory committee, 15 major cooperating agencies, and 177 business/industry contacts

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Model program effectiveness, efficiency, and transportation data.

PROCEDURES FOR COLLECTION AND REPORTING: Questionnaire to professionals, business/industry CEO's, review of state education agency records, observations and interviews with clients and professionals trained and business/industry persons in key positions of hiring clients of this project.

PRODUCTS:

Available
PresentlyWill Be
Available By

Evaluation/Progress report

Other products or reports, describe below

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Urban project, counseling information, career information, post-secondary, minority handicapped youth, higher functioning handicapped, job development and placement

SECONDARY DESCRIPTORS (5 or less): Computer-assisted generalizable skills instruction, vocational assessment (English and Spanish languages used)

PROJECT PROFILE

23

Title: Young Adult Model Vocational Program

Competition: 84.023G

Mailing Address:

Contact Person: Jerry Oincin

Thresholds
2700 Worth Lakeview Ave.
Chicago, IL 60614

Telephone: (312) 281-3800

Geographic Area Served:

Project Start Date: 1/1/85
Project End Date: 12/31/88

City of Chicago

STUOENTS SERVED:

Total: 230

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-87	Seriously emotionally disturbed/ mentally ill	230 (est.)	16-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To provide innovative, community-based services that result in work readiness for mentally ill young adults who have recently exited or are about to exit from secondary school.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Development and implementation of the following components in the existing Thresholds program: young adult prevocational course, community experience program, visiting chefs program, vocational assessment battery, young adult transitional employment placement (TEP) components, and a job club.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Parent Advisory Committee

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student outcome measures to (pre and post program) assessment of family strain, effects of specific classes, program effects upon an aggregate performance, post program status.

PROCEDURES FOR COLLECTION AND REPORTING: Placement of students in innovative and central sections of program components, longitudinal data collection on students, 6-month follow-up study when students terminate.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>6/86</u>

Project newsletter for school district personnel, Model Program Procedural Manual

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Seriously mentally ill, vocational assessment, community-based services, job club, prevocational education

SECONDARY DESCRIPTORS (5 or less):

Title: The Illinois Competitive Employment Project

Competition: 84.023G

Mailing Address:

Contact Person: Tom Lagomarcino

Office of Career Dev. for Special Populations
University of Illinois at Urbana-Champaign
110 Education Bldg., 1310 S. 6th St.
Champaign, IL 61820

Telephone: (217) 333-2325

Geographic Area Served:

East Central Illinois

Project Start Date: 10/1/84

Project End Date: 8/21/87

STUDENTS SERVED:

Total: 30

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
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STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To facilitate the transition of students with moderate and severe handicaps to nonsheltered employment options through interagency cooperation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Assessment of targeted students between 16-21 years of age; (2) Provide community based vocational training for identified students; (3) Place students into competitive employment; (4) Develop supported employment options in the community for students with severe handicaps; (5) Provide technical assistance to personnel serving the targeted students; and (6) Conduct a comprehensive survey of the business community.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Champaign Unit 4 Schools, Urbana Unit 116 Schools, Developmental Services Center (Adult Service Agency)

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: (1) Student characteristics; (2) Student outcomes; (3) School/agency program evaluation; (4) Employer characteristics; (5) Employer outcomes; (6) Interagency collaboration; and (7) Dissemination.

PROCEDURES FOR COLLECTION AND REPORTING: Survey instruments, face-to-face interviews, review of student files

PRODUCTS:

Available
Presently

Will Be
Available By

Evaluation/Progress report

8/20/87

Other products or reports, describe below

Quarterly reports, Job survey manual, Best practices manual on interagency collaboration and employment preparation for students with moderate and severe handicaps

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less):

SECONDARY DESCRIPTORS (5 or less):

Title: The Development of a Model Program to Facilitate the Transition of Mildly Handicapped Adolescents from Secondary to Post-Secondary Education

Competition: 84.023G

Mailing Address:

206 Carruth-O'Leary
University of Kansas
Lawrence, KS 66045

Contact Person: Stephen Hazel, Ph.D.

Telephone: (913) 364-4780

Geographic Area Served:

Lawrence, Kansas

Project Start Date: 9/1/84
Project End Date: 8/30/87

STUDENTS SERVED:

Total: 100

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mildly handicapped, learning disabled	Subset of	14-22+ young adults

STAFF SERVED: Action-oriented training sessions were developed during year 1 to instruct participating teachers in the use, coordination, and implementation of the Learning Strategies Curriculum, Transition Curriculum, and the Social Skills Curriculum.

PARENTS SERVED:

OTHERS: Training of community resource mentors.

PROJECT PURPOSE:

To develop and operate a 3-year demonstration project that integrates school and community resources to facilitate the transition of mildly handicapped students from secondary schools to post-secondary education and training programs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

On-going training and monitoring of in-school program; development of an evaluation plan; development of evaluative measures; evaluating project data, dissemination nationally; further planning of replication model; develop and implement the Transition Agency Program; needs assessment of post-secondary options; further product development.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Area mental health, area post-secondary colleges; others to be determined based upon needs assessment

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: (1) Comparison of group of participants to a similar population near program site; (2) Analysis and interpretation of data.
PROCEDURES FOR COLLECTION AND REPORTING: Data collection to proceed throughout project implementation. Data collected through primary observations and questionnaires. Social validity measures to be collected through the questionnaires. Outcome data will be gathered on comparison group from student records, telephone interviews, and reviews of existing data.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Yes (Year 1)</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>Yes</u>
Mentor's manual, client handbook, coordinator's handbook, brochures & flyers		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Community volunteer mentors, school based programs, community based program, college bound mildly handicapped, 7-12th grades interagency agreements

SECONDARY DESCRIPTORS (5 or less): Replicable model, mental health services, dropout prevention of LD

Title: Improving the Post-Secondary Education and Employability of Learning Disabled Students Competition: 84.023G

Mailing Address: Contact Person: Christine Gianopoulos

University of Southern Maine Telephone: (207) 780-4430

Human Services Development Institute Geographic Area Served:

246 Deering Ave. Sanford, Biddeford and Rennebunk,

Portland, ME 04102 Maine

Project Start Date: 10/1/84

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 64

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	64	14-21, 22+

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To provide post-secondary transitional services to LD students from three participating Southern Maine school districts.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(Continuation not received as yet)

COOPERATING AGENCIES & ORGANIZATIONS (if any):

York County Business & Industry Council, vocational rehabilitation, local employers, secondary special education, JPTA, University of Southern Maine, Southern Maine voc-tech colleges, Training Resource Center, adult education, State Dept. of Special Education

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Employment data--e.g., duration, demographics of students; questionnaires, telephone calls, observations/interviews.

PROCEDURES FOR COLLECTION AND REPORTING: Four features: (1) quantitative and qualitative analytic procedures; (2) quasi experimental design with treatment and control groups; (3) student tracking system; and (4) procedures for formative and summative evaluation.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report: Year 1	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>9/87</u>
Handbook, journal articles		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Collaborative agreements, post-secondary, specific learning disabilities,

SECONDARY DESCRIPTORS (5 or less): vocational placement assistance

Title: Training for Effective Transition: A
Transition Program for Post-Secondary Handi-
capped Adults Residing in a Rural Area

Competition: 84.023G

Mailing Address:

Charles County Board of Education
P.O. Box D
Laplata, MD 20646

Contact Person: Joyce Beam, Project Dir.

Telephone: (301) 932-6610, Ext. 428

Geographic Area Served:

Charles County, Maryland

Project Start Date: 7/1/84
Project End Date: 6/30/87

STUDENTS SERVED:

Total: 100

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Moderately and severely and profoundly handicapped (non categorical)	100	18+

STAFF SERVED: Weekly staffings for coordination of progress/collaboration; inservice training opportunities.

PARENTS SERVED: Provide program information to parents.

OTHERS: Provide information to employers concerning employing the handicapped.

PROJECT PURPOSE:

The purpose of this project is to implement a comprehensive employment and training transition program for handicapped from four regular high schools and a center for students who are moderately and severely handicapped.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Continue providing program information to parents, collecting and organizing intake data regarding employment trends in the area, career awareness for current school-age students of employment options, analyzing individual student data.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Multi-service community service, JPTA, vocational rehabilitation, Dept. of Social Services, Maryland Parks and Planning Programs, Association for Retarded Citizens, Charles County Community College, Spring Dell, Inc.

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Evaluation of implementation process, student achievement/attitude data, program cost data, peer evaluations.

PROCEDURES FOR COLLECTION AND REPORTING: Monitoring success of student plans, third party evaluator to be used.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Yes (1st Year)</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> x </u>

Pamphlets/brochures (now) Objectives and Strategies Guide, Sourcebook on Developing Interagency Cooperation in Transition Programs, Employer Resource Guide, Sourcebook on Strategies for Developing Transition Programs in Rural Areas

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Networking, rural, post-secondary vocational training, job placement and support services

SECONDARY DESCRIPTORS (5 or less): Access to higher education, increase potential job advancement, self advocacy training, cooperative agreements

Title: Transition Employment Support for
Disabled Students

Competition: 84.023G

Mailing Address:

Contact Person: Cynthia Andrews

Transition Employment Enterprises
1361 Elm St.
Manchester, NH 03103

Telephone: (603) 624-0600

Geographic Area Served:

Project Start Date: 10/1/84
Project End Date: 9/30/87

Concord, Manchester, Nashua and
Salem, New Hampshire

STUDENTS SERVED:

Total: 36

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Severely disabled, mentally retarded, severe physical disabilities	36	16-22

STAFF SERVED: Project inservice training on an ongoing and as needed basis.

PARENTS SERVED: N/A

OTHERS: N/A

PROJECT PURPOSE:

To provide a transitional employment program based in the private sector for students aging out of special education systems in New Hampshire.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Continue networking with school systems and vocational rehabilitation, job placement and job development,....overall implementation of model.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Special education personnel, Division of Vocational Rehabilitation, local businesses and industries and area vocational centers

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Quantifiable objective data, participant success outcomes, e.g., placement, duration, cost effectiveness, etc.

PROCEDURES FOR COLLECTION AND REPORTING: Third party evaluation via cooperative agreement measures of success, staff maintenance of relevant statistics, oversight assessments.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Yes (1st Year)</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>9/1/86</u>
"Resources for Employment Independence Manual," "Resource Development Materials"		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Supportive work, job engineering, networking public/private, competitive employment, cooperative agreements

SECONDARY DESCRIPTORS (5 or less):

Title: Project READDY (Real Employment Alternatives for Developmentally Disabled Youth)

Competition: 84.0236

Mailing Address:

C.W. Post Center, Long Island Univ.
Dept. of Special Education
Greenvale, NY 11548

Contact Person: Dr. Dianne Berke11

Telephone: (516) 299-2127

Geographic Area Served:

Project Start Date: 9-1-84

Nassau and Suffolk Counties,

Project End Date: 8-30-87

Long Island, New York

STUDENTS SERVED:

Total: 40

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Autistic	40	16-21

STAFF SERVED: Pre-service and In-service programs for teachers.

PARENTS SERVED: 8y early involvement in vocational planning at the secondary levels.

OTHERS:

PROJECT PURPOSE:

To prepare severely handicapped autistic students, through a community-based vocational training program, for competitive employment positions.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

A pilot teaching program (or field test) will be conducted utilizing existing community resources. Based on this field test, the training manuals will be revised. Program implementation will begin in year 2 and 3.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Nassau Center for the Developmentally Disabled, Private Industry Council (JTPA), NYS Dept. of Labor, Office of Vocational Rehabilitation, and more

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Process and product evaluation.

PROCEDURES FOR COLLECTION AND REPORTING: Produce projected products; ANOVA of achievement scores of participating students; examining collected demographic data; employer ratings; third party evaluator.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available 8y</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>

A job reference manual, 2 training manuals, and a series of training films

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Autistic, community based training

SECONDARY DESCRIPTORS (5 or less): Competitive employment, private industry council

Title: Undergraduate Training Program to Enhance
Employment Opportunities for Learning
Disabled College Students

Competition: 84.023G

Mailing Address:

St. Aquinas College
Rte. 340
Sparkill, NY 10976

Contact Person: Marijanet Doonan, Ph.D.

Telephone: (914) 359-9500, Ext. 275

Geographic Area Served:

Sparkill, New York

Project Start Date: 10/1/84
Project End Date: 9/30/87

STUDENTS SERVED:

Total: 50

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	50	18-22+

STAFF SERVED: Small group training inservice training, awareness based on an on-going basis.

PARENTS SERVED: Contact with parents as needed especially career possibilities.

OTHERS: Business community via internships.

PROJECT PURPOSE:

St. Thomas Aquinas College, in collaboration with the Rockland County Association, proposes to enhance employability opportunities for learning disabled college graduates through a program which was established in 1982. A planned career component is planned.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Continuation of career seminars, continued use of vocational interest and aptitude inventories for career planning, continued development of training materials, expanded liaisons with business and industry, develop and implement student internships.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Rockland County Association

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Internal and external evaluation; product and process.

PROCEDURES FOR COLLECTION AND REPORTING: Gather data related to job placement/development efforts, demographics of participants, pre/post test result comparisons, case studies.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Yes (2nd Year)</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
Training materials for post-secondary instructors, brochures for business and industry		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Learning disabled, post-secondary, support services,
networking

SECONDARY DESCRIPTORS (5 or less):

Title: Post-Secondary Non-Sheltered Vocational
Training & Continuing Education for
Severely Handicapped Young Adults

Competition: 84.0236

Mailing Address:

Syracuse University
805 S. Crouse Ave.
Syracuse, NY 13210

Contact Person: Jan Nisbet, Ph.O.

Telephone: (315) 423-4121

Geographic Area Served:

Syracuse, New York

Project Start Date: 10/1/84
Project End Date: 9/30/87

STUDENTS SERVED:

Total: 1500

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Severely disabled	1500	16+

STAFF SERVED: Inservice training for school district personnel, e.g., teachers & administrators.

PARENTS SERVED: Individual and group parent training.

OTHERS: Given workshops for county area placement consortium, teacher groups.

PROJECT PURPOSE:

To provide appropriate services and training that will prepare severely handicapped post-secondary age young adults for maximum participation in community based competitive employment sites, through instruction in criterion routines and in "best exemplar" and/or general case training environments.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Develop and validate a coordinated nonsheltered and continuing education program at the Onondaga Community College, develop and validate a vocational transitional planning and training process to prepare post-secondary severely handicapped youth for nonsheltered environments, and establish model replicability, cost effectiveness and maintenance.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Office of Vocational Rehabilitation, Office of Mental Retardation and Developmental Disabilities, Syracuse Developmental Center, JPTA

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Pre/post testing, job site records, contact records.

PROCEDURES FOR COLLECTION AND REPORTING: Cost effectiveness data, participant demographic data, project files, learner progress charts, interview, telephone, observation, social validity ratings.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Yes (1st Year)</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>6/87</u>
Curricular manuals		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): cooperative agreements, transition plan

SECONDARY DESCRIPTORS (5 or less):

Title: Distributed Supported Work: A Competitive
Employment Model for Post-Secondary
Individuals with Severe Handicaps

Competition: 84.0236

Mailing Address:

Specialized Training Program
135 Education
University of Oregon
Eugene, OR 97403

Contact Person: Larry E. Rhodes, Ph.D.

Telephone: (503) 686-5311

Geographic Area Served:

Lane County, Eugene, Oregon

Project Start Date: 10/1/84

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 35

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Severe handicaps, profound-severe mental retardation	35	16-21+

STAFF SERVED: Inservice training for site staff and Board of Directors.

PARENTS SERVED: Provide orientation and introduction to Model to parents, teachers, and other professionals.

OTHERS: On-site consultation to site personnel.

PROJECT PURPOSE:

The supported jobs program is an employment effort to improve the range and level of work benefits experienced by post-secondary individuals with severe handicaps through placement and long term support in competitive job sites.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

- Collection of site data, replication of model, on-going evaluation of individuals placed at sites, implementation of evaluation instruments, dissemination of model results.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Oregon Division of Mental Health, Lane Educational Services District

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Measures of model's components, client/employer satisfaction and work performance records, cost effectiveness, site summaries.

PROCEDURES FOR COLLECTION AND REPORTING: Questionnaires, specific assessment instruments, reporting formats, checklists.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Yes (1st Year)</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> x </u>
OSW Project Model		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Supported work, site agreements, supported employment

SECONDARY DESCRIPTORS (5 or less): networking

Title: Providing Realistic Opportunities for
Gainful Rehabilitative Employment
Success in Society

Competition: 84.023G

Mailing Address:

Association for Retarded Citizens
305 S. Burrowes St.
State College, PA 16801

Contact Person: Joann Hankey

Telephone: (814) 238-1444

Geographic Area Served:

Project Start Date: 9/15/84
Project End Date: 8/15/87

State College, PA
Centre County

STUDENTS SERVED:

Total: 29

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Moderate to severe MR, developmentally disabled	29	16-21

STAFF SERVED:

PARENTS SERVED:

OTHERS: Inservice workshop personnel training.

PROJECT PURPOSE:

The purpose of this project is to expand the continuum of services for the mentally retarded in Centre County to include on-site competitive employment training.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Continue to operate a referral network identifying developmentally disabled students who may benefit from competitive work training and placements, continue to enter into cooperative training-supervision agreements with employers in Centre County.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Office of Vocational Rehabilitation, Penn State University, State College Area School District, Central Intermediate Unit #10

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Process and product outcomes.

PROCEDURES FOR COLLECTION AND REPORTING: Conference attendance sheet, client data, e.g., numbers referred, teacher checklists, weekly progress reports, referral records, continue to develop training and evaluation materials and methods specifically suited to community work stations, to continue to link classroom objectives to those necessary for success on the job, to continue to maintain a management plan, to establish a linkage between project graduates and the Office of Vocational Rehabilitation for continuation of services beyond graduation, project dissemination.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Yes (1st Year)</u>	_____
Other products or reports, describe below	<u>yes</u>	_____
Manual	_____	<u>Fall 86</u>
Program brochure, journal articles	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Competitive employment, mentally retarded,

SECONDARY DESCRIPTORS (5 or less): job station analysis, job coaches

TRANSITION PROJECT COMPETITION PROFILE

Competition: Post-Secondary Educational Programs
for Handicapped Persons--Demonstrations

CFDA 84.078B

Fifteen model demonstration grants were awarded in this competition in fiscal year 1984. The primary focus of the demonstration program was to provide handicapped individuals a means by which to pursue appropriate and effective educational opportunities in postsecondary, vocational and technical institutions.

Purpose: This grant competition sought to develop, operate, and disseminate specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for handicapped individuals.

Authority: Section 625 of Part C of the Education of the Handicapped Act (EHA) (20 U.S.C. 1424a).

Eligible Recipients: State education agencies; institutions of higher education, including junior and community colleges; vocational and technical institutes; and other appropriate nonprofit educational agencies.

No. of Grants to be Awarded: Approximately 15 grants will be supported under this competition for fiscal year 1984.

Anticipated Funding Level: Approximately \$2,200,000 will be available; average annual project funding level is \$150,000.

Duration: Grants may be approved for 12 to 36 months subject to an annual review of progress and the availability of funds.

Demonstration Projects

Recipients/Sponsoring Agencies: Twelve of the 15 grants were awarded to institutions of higher education. Other recipients included state departments of education, public school systems, and vocational rehabilitation agencies.

Geographic Location: Nine of the 15 projects are in different states with New York having four and Virginia having two projects.

Target Audience: The primary handicapped persons served in these projects included the learning disabled (in nine of the 15 programs) and the mildly mentally retarded (in four of the programs). Two of the projects serve both of these groups. The project directors estimate that approximately 12,271 students will benefit from these projects over the grant periods of operation (from one to three years).

One of the projects also provides workshops and seminars for parents, staff, and others in addition to directly serving handicapped clients.

Project Purposes: The purpose for the individual projects vary. However, a significant number of the projects (10) indicate similar purposes of aiding and facilitating the adjustment of learning disabled and mildly retarded students into postsecondary educational settings. These settings include community colleges and universities. Other project purpose statements reflected transition to the adult community and providing training in the human services field for functionally handicapped youth adults.

Current Focus (1985-86): The current year was the second year of operation for most of these projects. Each project is in a different phase of development and operation, thus the activities being undertaken were diverse. Some of the current activities included: establishing a clerical skills training program; preparing a job development manual; writing curriculum; program evaluation activities; workshops; and dissemination of information.

Cooperating Agencies and Organizations: Most of the projects in this competition indicated extensive interagency collaboration. The most frequently cited cooperating agency was universities and community colleges. A number of other projects also work with community agencies such as the Association for Retarded Citizens and United Way in the delivery of services. Other agencies involved were vocational rehabilitation, sheltered workshops, and employment services. Several projects indicated they were also cooperating with local school districts.

Project Evaluation Plan: The project evaluation plans were also highly varied in focus and design. The information being gathered included student progress and training outcomes, successful job placements, increased independent living skills, and assessments of overall program effectiveness. The strategies for information and data collection were also highly varied. Three projects were using pre- and post-program, criterion referenced tests to measure student progress. Several of the projects also reported using teacher observation and reporting.

Products: Several of the projects in this competition plan to produce some form of informational product. Among the anticipated products were: evaluation and progress reports, training manuals, and monographs. To date, only three of the 15 projects had released progress reports while five indicated a report would be forthcoming in the near future.

Title: Program Standards and Eligibility Criteria for LD Adults in Postsecondary Education Competition: 84.078B

Mailing Address: Contact Person: Robert F. Howard

Laurel Best Telephone: (916) 323-6898

CA Community College, Chancellors Office

1107 - 9th St. Geographic Area Served:

Sacramento, CA 95814 California - 106 College systems

Project Start Date: 10/1/84

Project End Date: 10/1/87

STUDENTS SERVED: Total: 11,000

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	11,000	18+

STAFF SERVED: 450 Professional staff - LD, specialists, Psychometrists, etc.

PARENTS SERVED:

OTHERS: None

PROJECT PURPOSE:

To standardize, delineate, and distribute a process and criteria for assessment and identification of LD adults in community colleges. This will be normed and validated for non-handicapped adult population for the state of California.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Demonstration sites, identified and selected, evaluation instruments and procedures developed, training procedures and forms developed, implementation materials distributed, selection model analyzed and revised.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Success in program's goals and objectives (formative).

PROCEDURES FOR COLLECTION AND REPORTING: Contract with an independent educational research/testing/evaluation firm.

PRODUCTS:	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	<u>8/30/86</u>	_____
Assessment Identification Handbook		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): LD, postsecondary, transition

SECONDARY DESCRIPTORS (5 or less):

Title: College Bound

Competition: 84.078B

Mailing Address:

Contact Person: Frank Bianco

Winchester Public Schools
 Dept. of Special Education/Pupil Services
 154 Horn Pond Brook Rd.
 Winchester, MA 01890

Telephone: (617) 721-7005

Geographic Area Served:

Winchester, MA
 Middlesex County

Project Start Date: 9/6/84

Project End Date: 3/6/87

STUDENTS SERVED:

Total: 42

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	42	16-21

STAFF SERVED: 35 "Learning to Learn" training sessions. Use of research-based learning strategies within specific content areas.

PARENTS SERVED: 75 "Learning Styles" awareness workshops. One semester in duration. Identifying individual learning strengths and weaknesses. Relationship to careers and postsecondary education.

OTHERS: 19 Presentations made to educators, parents, administrators. Includes Council for Exceptional Children, Learning Disabilities Council, Children at Risk (NECREL).

PROJECT PURPOSE:

To provide a bridge which allows a high school LD student passage from high school to college by means of an intense program of academic survival skills, counseling and individual support, and advocacy with the college application process.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Student selection for program, assessment of study habits, training in academic skills (note taking, listening, etc.), making application to colleges, training in how to write papers, use of library, etc., evaluation. Use of JDRP approved "Learning to Learn" curriculum. Focus on staff development to provide synchrony between regular education and special education services. Strong effort to improve awareness of current research on learning styles and learning "tactics" to the local community.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Students progress in all components of objective #1. (Describe his/her learning disability, strengths, weaknesses and modifications which he/she should request in college.)

PROCEDURES FOR COLLECTION AND REPORTING: End of year report, post testing each skill level.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>8/86</u>
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): LD, training, high school to college, learning strategies, "Learning to Learn"

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

42

Title: Enhancing Transition of Mildly Retarded
and LD Postsecondary...

Competition: 84.0788

Mailing Address:

University of Minnesota
Depts. of Voc & Tech Ed. & Ed. Psych
1954 Buford Ave., Rm 210 Votec Bldg.
St. Paul, MN 55108

Contact Person: Dr. James Brown

Telephone: (612) 376-8009

Geographic Area Served:

Minneapolis/St. Paul, MN
Tacoma/Seattle, WA

Project Start Date: 9/1/84

Project End Date: 9/1/87

STUOENTS SERVED:

Total: 30-60 per year

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled, mildly retarded		

STAFF SERVED: Postsecondary vocational instructors and support staff services staff, vocational rehabilitation agency staff - YR1 = 11, YR2 = 7.

PARENTS SERVED:

OTHERS: Employers (current or potential) of handicapped vocational program graduates or drop-outs - YR2 = approximately 40.

PROJECT PURPOSE:

To develop and field test a model program that enhances the transition of mildly retarded and learning disabled persons from secondary special education programs and other settings, through postsecondary vocational education settings, and into gainful employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Continue first year objectives. "Fine tuning" of training procedures based on evaluation results, begin development of a written procedural guide to help others replicate the program in other areas, and begin modifying and delivering workshop curriculum materials (from subcontractor - University of Washington) to train first five supervisors from business and industry to accommodate workers with disabilities.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

University of Minnesota, University of Washington, Minnesota State Division of Vocational Rehabilitation, Special Intermediate School District #916

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Formative and summative data, overall strengths and weaknesses of the program, project outcomes.

PROCEURES FOR COLLECTION AND REPORTING: Description - anticipated and actual outcomes.
Judgment - success of each outcome.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>12/87</u>
Other products or reports, describe below	<u>X</u>	_____
Monograph: <u>Passages to Career: A Framework for Transition Policy</u>		
Recommended list of computer-aided instruction materials to enhance student's basic skills		<u>1/87</u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Mildly retarded, LO, replicable, transition

SECONOARY OEScriptors (5 or less): Postsecondary, vocational, potential dropout identification, student performance monitoring

Title: Post Secondary Intervention Model for Learning Disabilities

Competition: 84.0788

Mailing Address:

University of Nebraska - Lincoln
Special Education/Communication Disorders
315 Barkley Memorial Center
Lincoln, NE 68583-0731

Contact Person: J. Leuenberger, M. Morris

Telephone: (402) 472-5475 or 472-5469

Geographic Area Served:

Nebraska

Project Start Date: 10/1/84

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 138

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Language learning disabled	138	18+

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To provide a program for the language learning disabled (LLD) population who are motivated to seek postsecondary education in a university setting. The project will implement a sequence of activities for LLD students, promote accepting and supportive climate, increase awareness of service availability, document the incidence of LLD students and provide adapted education alternatives.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Continuation of project objectives: (1) Disseminating strategies and materials for faculty development; (2) Provide a systematic referral procedure to facilitate identification of LD students; (3) Verify UNL students with a learning disability in written and spoken language; and (4) Provide specially adapted educational programs for LLD students.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

State of Nebraska Dept. of Education, Nebraska Association for Children and Adults with Learning Disabilities, University of Nebraska at Lincoln

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: In-take referral data, completion of program objectives.

PROCEDURES FOR COLLECTION AND REPORTING: Survey, follow-up interviews, "Goal Progress and Documentation Chart," "Objective Implementation Schedule."

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>84-85 yr.</u>	<u>85-86 yr. 12/86</u>
Other products or reports, describe below	<u>x</u>	<u> </u>

Results of faculty survey: report of faculty attitudes toward and knowledge of learning disabled students; self-directed study manuals for LD students on: Test Taking Preparation, Writing a Research Paper, Reading for Comprehension, self-directed student manual and videotape on self-advocacy

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Language learning disabled, post-secondary, supportive services, postsecondary faculty attitudes and knowledge
SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

Title: CLASS - Career and Learning Assistance
and Support Services

Competition: 84.0788

Mailing Address:

New York University
SEHNAP
Washington Square
New York, NY 10003

Contact Person: Bernard Katz/
Irwin Rosenthal
Telephone: (212) 598-3484

Geographic Area Served:

New York City

Project Start Date: 1/10/84

Project End Date: 1/10/87

STUDENTS SERVED:

Total: 29

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Learning disabled	29	18+ graduate students

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To offer learning disabled students at New York Univ. in undergraduate colleges with three different orientations - traditional, liberal arts, professional preparation, and a non-traditional work/study program-varied services to facilitate academic survival/success, career development and job preparation. Services include individualized programming, computer-assisted instruction, and group and individual career and study strategies/tutoring services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Providing computer-assisted instruction to 24 undergraduate students with emphasis on micro-computer/word processing. Also, five learning disabled graduate students/peer counselors to have training, counseling and microcomputer/word processing assistance available. Individualizing student's academic program in cooperation with college faculty. Career counseling, tutorial assistance, internship placement, supervision, and guidance.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Formative evaluation will involve participation of students, faculty and staff in filling out questionnaires and behavior checklists to determine: (1) How effective a particular strategy is working; and (2) Need for change in current system. Summative evaluation will assess the terminal objectives of the program and will involve before-after measures of basic skills, observed behaviors, career maturity, self-concept and case studies of selected project studies.

PROCEDURES FOR COLLECTION AND REPORTING: On-going formative evaluation and summative evaluation to assess terminal objective.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available 8y</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u>x</u>	<u> </u>
Best practices of Project CLASS		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): University-model program - learning disabled

SECONDARY DESCRIPTORS (5 or less): Tutorial, computer-assisted instruction

PROJECT PROFILE

45

Title: Assimilating the Learning Disabled into
Community College Environment

Competition: 84.0788

Mailing Address:

Human Resources Center
Vocational Rehabilitation Services
UI Willets Rd.
Albertson, NY 11507

Contact Person: Roberta Y. Housman

Telephone: (516) 747-5400

Geographic Area Served:

Nassau and Suffolk Counties and Queens

Project Start Date: 1/10/85
Project End Date: 1/10/88

STUDENTS SERVED:

Total: 90

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	90	16-21

STAFF SERVED: Faculty and staff of 45 local school districts and 3 local community colleges.

PARENTS SERVED: Orientation sessions provided at 3 community colleges.

OTHERS:

PROJECT PURPOSE:

To facilitate the transition of learning disabled students, who may have had no previous plans for higher education, into three community college settings.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Service delivery model for LD secondary/post-secondary level student integration, policy and program changes through staff training and demonstration of model intervention techniques.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

New York State OVR, local high schools, Nassau Community College, Queensborough Community College, SUNY Farmingdale

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student information: Task evaluation, grades, assimilation into college setting, participation in student activities, social organizations, government.

PROCEDURES FOR COLLECTION AND REPORTING: Formative and summative evaluation procedures used. Three by three matrix.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>X</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>9/87</u>

Training package to be prepared for distribution to students and professionals

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition, community college, LD students, inservice

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

46

Title: Redirecting Vocational Training to the
Community College: A Purchasable Option
for Mildly Handicapped Consumers

Competition: 84.0788

Mailing Address:

Case Institute for Research and Development
in Occupational Education
CUNY Grad School, Rm 620 N
33 W. 42nd St.
New York, NY 10036

Contact Person: Dr. Bert Flugman

Telephone: (212) 221-3532

Geographic Area Served:

New York City

Project Start Date: 10/1/84

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 125

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled, "borderline" mentally retarded	125	17+

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop low-cost, non-degree vocational training at community colleges for handicapped youth who are school leavers and for disabled adults who need further training but aren't eligible for matriculated programs because they lack a high school diploma.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Implementing an office clerical skills training program that also includes classes in basic skills, tutoring, work experience on campus, interpersonal skill training, career counseling, and job internship.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Graduate School & University Center, Center for Advanced Study in Education, La Guardia Community College

PROJECT EVALUATION PLAN: Internal and External Evaluation

DATA/INFORMATION TO BE COLLECTED: Data on program components, vocational training outcomes.

PROCEDURES FOR COLLECTION AND REPORTING: Criterion-referenced evaluation (vocational skills and basic skills training), pre/post test on career maturity inventory (career counseling), parent survey.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	<u>9/30/87</u>
Manual describing how to implement this particular type of program in community colleges		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Non-degree, mildly handicapped, basic skills training, occupational training, interpersonal skill training

SECONDARY DESCRIPTORS (5 or less):

50

PROJECT PROFILE

47

Title: Postsecondary Education Programs for
the Handicapped

Competition: 84.078B

Mailing Address:

Housing, Industry, Training, Inc.
Habilitation Services
1007 - 18th St., NW
Mandan, ND 58554

Contact Person: Dorothy Fisher

Telephone: (701) 663-0376

Geographic Area Served:

North Dakota Region VII, 10 Counties and
Geo Region

Project Start Date: 9/1/84 and 9/1/85
Project End Date: 9/1/85 9/1/86

STUDENTS SERVED:

Total: 40 (up to 40) per year

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mentally retarded and learning disabled	up to 40	21+

STAFF SERVED: None

PARENTS SERVED: Incidental to their child being in the program.

OTHERS: Physically disabled population in North Dakota by the people who will be trained as
Personal Care attendants.

PROJECT PURPOSE:

To provide vocational training in the human services field for functionally handicapped
young adults--the result being employment for this relatively new labor force.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Course development, expand curriculum, modify curriculum for programmed learning, replica-
tion of instructional materials, increase the number of students (curriculum has been
developed and is available for replication - can serve up to 40 per year).

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Vocational Rehabilitation, Job Services, Mandan Community Center, East Seals Rec.
Program, Easter Seals Respite Care, North Dakota Regional Human Service Center

PROJECT EVALUATION PLAN: To determine the effectiveness of program in meeting its goals and
objectives.

DATA/INFORMATION TO BE COLLECTED: Client outcomes, objectives accomplished.

PROCEDURES FOR COLLECTION AND REPORTING: Follow-up services to determine number of
competitive employment placements, income, number of hours worked, etc.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>X</u>	<u>9/30</u>
Other products or reports, describe below	<u> </u>	<u>X</u>
Continued yearly evaluations by November		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition, supportive, independent living, employment

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

48

Title: Centrally Coordinated Approach to Serving
LO Students on Five College Campuses

Competition: 84.078B

Mailing Address:

The Ohio State University
Research Foundation
1314 Kinnear Road
Columbus, OH 43212-1194

Contact Person: Lydia Block

Telephone: (614) 422-3995

Geographic Area Served:

Ohio

Project Start Date: 12/1/84

Project End Date: 12/1/85

STUOENTS SERVED:

Total: 30

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	30	18+

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To demonstrate a model which will show how many clusters of geographically close schools can share services effectively to better meet the needs of the learning disabled.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Ohio State University

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Effectiveness of shared personnel, effectiveness of academic support services (GPA), retention of students within the target population, effectiveness of awareness training.

PROCEDURES FOR COLLECTION AND REPORTING: Gathering descriptive data, informal assessments, exit interviews.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): LO, shared services, college

SECONDARY DESCRIPTORS (5 or less):

Title: A Model Program of Community College
Special Education for Adults with Mild
Mental Retardation

Competition: 84.0788

Mailing Address:

Contact Person: Daniel Close

Div. of Special Education & Rehabilitation
University of Oregon
Eugene, OR 97403

Telephone: (503) 686-3585

Geographic Area Served:

Project Start Date: 1985
Project End Date: 1988

Nationwide

STUDENTS SERVED:

Total: 200-400

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mildly mentally retarded	200-400	Adults/young adults 15 and over

STAFF SERVED: 8-12 Community college staff will be trained to operate the ASDP in their respective sites.

PARENTS SERVED: Families and others identified as "significant others" in the lives of students provide assistance when needed in the home and community.

OTHERS: Practicum students are trained for classroom instruction each term.

PROJECT PURPOSE:

To develop, validate, and replicate a model instructional program within community college settings for persons with mild mental retardation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Development of functional living skills courses aimed at enhancing student adjustment in the home, community, and workplace; development of a management information system and evaluation component for ASDP; development of improved procedures for placing ASDP students in jobs, utilizing the existing service delivery network.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Lane Community College, Linn-Benton Community College, College for Living - Greeley, CO

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Accomplishment of objectives, timelines.

PROCEDURES FOR COLLECTION AND REPORTING: Time/task analysis, annual summaries of progress, management information systems (MIS).

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>9/87</u>
Other products or reports, describe below	_____	<u>9/87</u>

Functional living skills curriculum: Money Management, Social Skills for Apartment living, Grocery Shopping and Food Preparation, Job Search

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Mildly retarded, community college, replicable, transition

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

Title: A Comprehensive Model Program for LD
University Students

Competition: 84.0788

Mailing Address:

Penn State University
Div. of Special Ed. and Comm. Disorders
226-B Moore Building
207 Old Main
University Park, PA 16802

Contact Person: Dr. Anna Gajar

Telephone: (814) 863-2284

Geographic Area Served:

Pennsylvania

Project Start Date: 8/15/84

Project End Date: 8/15/87

STUDENTS SERVED:

Total: 60

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	60	18+

STAFF SERVED: Workshops for Commonwealth campers-counselors and basic skills instructors, career Placement and Development, Admissions, Nursing, Learning Center and Developmental Year.

PARENTS SERVED: None

OTHERS: Consulted with other colleges and universities in Pennsylvania.

PROJECT PURPOSE:

To develop a comprehensive service program designed for learning disabled students which will interface with existing services for students at Penn State University.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Additional students diagnosed, faculty staff workshops conducted, IEP objectives determined by written expression norms.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Vocational Rehabilitation, Mental Health, and Association for Children with Learning Disabilities (ACLD)

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Anecdotal summaries of each student, GPA, credits earned, remedial courses taken, grades.

PROCEDURES FOR COLLECTION AND REPORTING: Process and output (product evaluation) questionnaires.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	<u> X </u>	_____

Manual - (can be purchased) - Assisting the Learning Disabled: A Program development Service Delivery Guide for University Service Providers, Diagnosticians, Testers, Tutors, Counselors, and Learning Disabled Students

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): LD, supportive, remedial, Penn State

SECONDARY DESCRIPTORS (5 or less):

Title: College Access Program

Competition: 84.078B

Mailing Address:

Contact Person: Earl Davis

University of Tennessee at Chattanooga
 Dept. of Special Education and Counseling
 615 McCallie Ave.
 Chattanooga, TN 37402

Telephone: (615) 755-4368

Geographic Area Served:

Tennessee

Project Start Date: 9/1/85

Project End Date: 9/1/88

STUDENTS SERVED:

Total: 150 per year

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Learning disabled	150 per year	18-50

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To design, implement, and disseminate information on a program for the learning disabled that wish to pursue post-secondary education.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Meet the post-secondary needs of 150 LD students, evaluation of program components (modify and delete), documentation of the model, publicizing the model to increase number of applicants.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

University of Tennessee at Chattanooga, College Access Program, Family Adult Career & Employment, Special Services/Upward Bound, Counseling Center

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Staff schedules, advisory panel input, lines of communication, psychoeducation battery, student contact hours, student participation in activities, number of students served, knowledge of ineligible C.A.P. applicants, revisions made in program, dissemination efforts.

PROCEDURES FOR COLLECTION AND REPORTING: Surveys, office records, documented observations, personnel logs, records of case conferences, records of all contacts, objective outcomes/student perceptions/staff perceptions, annual report.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u>n.a.</u>	<u> </u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Post-secondary, LD, individualized, supportive

SECONDARY DESCRIPTORS (5 or less):

Title: Training and Employment Postsecondary
Program for Individuals with Mental
Retardation

Competition: 84.0788

Mailing Address:

Trinity College
Burlington, VT 05401

Contact Person: Michael Collins, M.Ed.

Telephone: (802) 658-3996

Project Start Date: 10/1/84

Project End Date: 10/1/87

Geographic Area Served:

Vermont

STUDENTS SERVED:

Total: 44

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mildly mentally retarded	44	18-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop, implement, and evaluate a training and employment program for individuals who are mentally retarded in a post-secondary setting.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Preparing yearly reports, job development manual, on-the-job training and placement, continue contacts with community resource agencies and services, continue written management system, dissemination of program information.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

The Chittenden County Human Service Providers Committee, The Trinity College Advisory Committee, Case Management System

PROJECT EVALUATION PLAN: 1) effectiveness 2) cost efficiency 3) effect

DATA/INFORMATION TO BE COLLECTED: Successful placements, continual use of training site, course grades of participants, increased independent living.

PROCEDURES FOR COLLECTION AND REPORTING: Written evaluations, evaluation forms, summaries, 5-point Likert scale.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): MR, on-the-job training, inter-agency, integrated, employment

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

53

Title: Post-Secondary Education/Rehabilitation
Transition for the Mildly Mentally
Retarded and Learning Disabled

Competition: 84.078B

Mailing Address:

VA Dept. of Education in Cooperation
with Rehabilitation Services
Division of Special Education Programs
and Pupil Personnel Services
P.O. Box 6-Q
Richmond, VA 23216

Contact Person: Patricia Poplin
(804) 225-2883
Telephone: Tom E. Bass
(804) 257-0291
Geographic Area Served:
State of Virginia

Project Start Date: 9/1/84
Project End Date: 9/1/87

STUDENTS SERVED:

Total: 250

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mildly mentally retarded, LD	250	18+

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To demonstrate an innovative approach which will enhance the post-secondary options and opportunities of mildly retarded and LD youth in the commonwealth of Virginia.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Summer residential program providing comprehensive evaluation of vocational potential work adjustment, independent living and recreation; additional participants model, network of model trainers, statewide.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

VA Dept. of Rehabilitation Services, Community Rehabilitation Service Division, Woodrow Wilson Rehabilitation Center, twelve sites in local school division

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Status of strategies and activities, program goals achieved.

PROCEDURES FOR COLLECTION AND REPORTING: Strategy review form, strategy descriptor form, quarterly report, discrepancy analysis, interviews.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>X</u>	<u> </u>
Other products or reports, describe below	<u>X</u>	<u> </u>
Project PERT Operations Manual, Trainer's Manual		
PERT Handbooks for Education and Rehabilitation Personnel		<u>10/1/86</u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Mildly mentally retarded, LD, continuum, collaborative, transition

SECONDARY DESCRIPTORS (5 or less): Transitioning

Title: CHANCE - Support Services for Mentally Retarded Adults

Competition: 84.078B

Mailing Address:

Dr. Judith S. Schapiro, SSE
School of Education
Old Dominion University
Norfolk, VA 23508

Contact Person: Dr. J. S. Schapiro

Telephone: (804) 440-3297

Geographic Area Served:

Project Start Date: 10/1/84
Project End Date: 10/1/86

Norfolk, Chesapeake, Virginia Beach,
Portsmouth, Suffolk, VA

STUDENTS SERVED:

Total: 391

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mildly mentally retarded	391	22-55

STAFF SERVED: 1

PARENTS SERVED: 36

OTHERS: 28 Counselors and professional staff

PROJECT PURPOSE:

To provide support for the mildly mentally retarded adult and his family in his transition from special education classes to the adult community experience.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Classes continued, special services fair, accumulate data, model development, independent evaluation, writing curriculum for all levels of retarded.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Old Dominion University Community Outreach Program, Louise Eggelston Center (sheltered workshop), ARC Community Services Board, School Systems

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Participant level of growth, effectiveness of overall program.

PROCEDURES FOR COLLECTION AND REPORTING: (1) independent evaluator, (2) standardized tests (pre-post), (3) teacher-made tests and observations, (4) client questionnaires, and (5) survey of agencies participation.

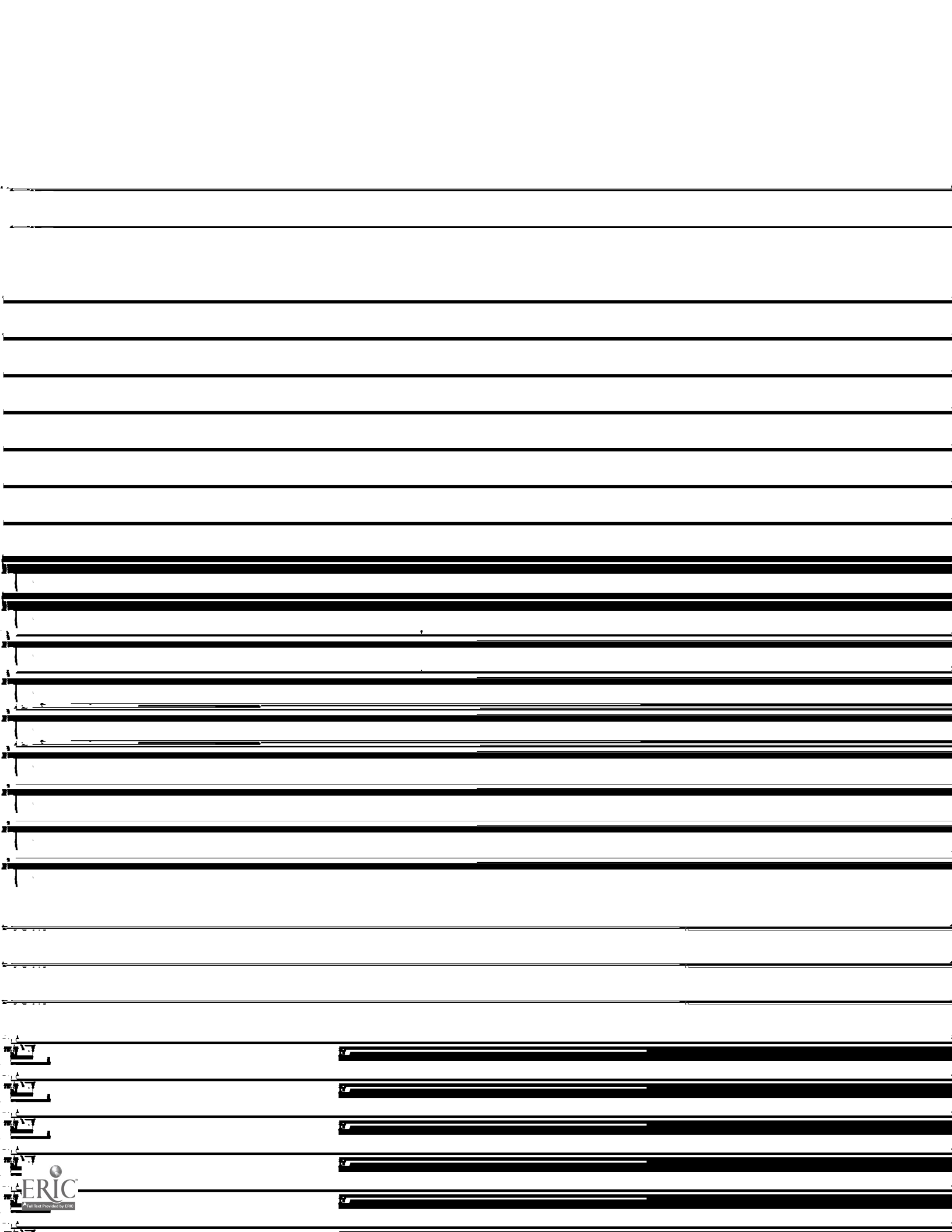
PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>10/86</u>
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): MR, self-sufficiency, social skills

SECONDARY DESCRIPTORS (5 or less):



Demonstration Projects

Recipients/Sponsoring Agencies: Ten of the fourteen grants were awarded to institutions of higher learning. The remaining recipients were rehabilitation centers/large institutions for handicapped individuals. In most instances, university faculty members have been listed as contact persons but have staffed the projects with qualified persons from a variety of backgrounds for the implementation process. Rehabilitation centers have generally used in-house staff expertise for implementation.

Geographic Location: Ten of the fourteen projects represent different states. New York has four projects and Ohio has two projects. The Pacific coast is not represented in this competition.

Target Audience: Each of the fourteen projects are involved in activities to facilitate completion of postsecondary education and/or training so that a variety of handicapped individuals can participate in competitive employment. The foci of some projects include: curriculum revision, instruction, tutorial benefits, occupational skill training, life skill training, and technical knowledge (computers). Others have chosen to concentrate on the linkage/transition aspect relative to support services, career planning, job placement, and employability.

The primary handicapping condition being addressed in most projects is the learning disabled. Other handicapping conditions such as physical impairments, mental retardation, emotional disturbance, language impairment and developmental disorders are also being addressed, but in smaller numbers. One project is using 104 nonhandicapped students as both a control group and modeling group for mainstreaming.

Collectively, the actual number of students served was estimated to be 1,318; however, this is likely an underestimate because several projects are designed to provide support and linkage services to large regional areas.

Project Purposes: Each of these projects has its own perspective on the transition problems of handicapped individuals. They variously focus on education, training, support/counseling, job placement, and use of high technology equipment. The ultimate goal of each is to more adequately prepare handicapped individuals for the workplace and to provide support and linkage services in the process.

Current Focus: Collectively the projects are focusing on: assessing program needs and needs of individual participants; improving employability by way of counseling, guidance, employment leads, business committees and sites to utilize job coaches; integrating the use of equipment such as word processors, computers and other high tech adaptations; and providing interpersonal/life skills training. FY 1985 was the first year of funding for these projects.

Innovations included developing an individualized curriculum, establishing a "job club," establishing an assessment laboratory, and using a business advisory committee.

Cooperating Agencies and Organizations: Among the projects cooperation is characterized by interagency involvement with public schools, community colleges, vocational rehabilitation, colleges/universities, and the business/industry community. Collaborative activities include a job bank, a newspaper, a communication center, use of the visually impaired schools for the handicapped, and a program advisory council.

Project Evaluation Plan: Most evaluation plans contained formative evaluation processes and several discussed summative processes. Most tended to concentrate on context evaluation in the form of needs assessments, questionnaires, surveys, testing, etc., due to the initial year of the project. Others, based on the nature of the project activities were looking at input and process evaluation in the form of designs, strategies, measurement, feedback, and reports.

The projects which seemed to be addressing summative evaluation appeared focused on actual numbers of students being employed or specific products for dissemination, e.g., a curriculum.

Products: The products of these projects can be viewed as change agents in the transition of handicapped students from school to work. Some projects listed their products as: written modules, in-service materials/dissemination materials, criterion-based outcomes, and curriculum guides. Finally, there were projects which listed anticipated outcomes as products--replication of the model, number of job placements, clearinghouse for employment listings, and the number of institutions to implement components of the demonstration project.

Title: Transition to Community Employment

Competition: 84.078C

Mailing Address:

Contact Person: Karen Spencer

Colorado State University
Department of Occupational Therapy
100 Humanities Bldg.
Fort Collins, CO 80523

Telephone: (303) 491-5016

Geographic Area Served:

Larimer and Weld Counties in Colorado

Project Start Date: 9/1/85

Project End Date: 9/1/88

STUDENTS SERVED:

Total: 55

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
36 months	Mental retardation, learning disabilities, orthopedic impairments, emotional disturbances, and/or combination	55	adults

STAFF SERVED: 59

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Establish linkages between the educational system, existing adult vocational services and community employers. Post-secondary teens and adult participants will be placed on-the-job within normalized community settings with training and on-going support as needed. (1) Develop/disseminate criterion-referenced assessment instruments; (2) Develop on-the-job training methods and resources; (3) Vocational placement of 55 adults in normalized community settings; (4) 9 graduate and 50 undergraduates will be trained; (5) Development, dissemination of overall evaluation procedures; and (6) Identification of funding sources beyond grant period.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Comprehensive, multidisciplinary approach to assessment, e.g., abilities and interests, followed by individualized program planning and on-the-job training. Will target post-secondary youth and adults unemployed, underemployed, or "at risk." (1) Identify/clarify vocational needs; (2) Develop/implement on-the-job training program; (3) Linkage between vocational training and work; (4) Provide graduates/undergraduates in occupational therapy, vocational education, and social work with knowledge of the aforementioned; and (5) Develop materials/implement training.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Colorado State University, Vocational Rehabilitation, Employment and Training Services, Colorado Division for Developmental Disabilities, Colorado Public Schools, Foothills Gateway Rehabilitation Center

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Identification of needs.

PROCEDURES FOR COLLECTION AND REPORTING: On-site visits, measurement, written modules.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Formative</u>	_____
Other products or reports, describe below	_____	<u>1987</u> product evaluation summative
Written modules		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition, on-the-job training handicapped, disabled, competitive employment, training, normalized community settings, linkage, professional
SECONDARY DESCRIPTORS (5 or less): training, opportunity first

PROJECT PROFILE

59

Title: Demonstration Project for Learning Disabled

Competition: 84.078C

Mailing Address:

Miami-Dade Community College - North
11380 N.W. 27th Ave.
Miami, FL 33167

Contact Person: Michael Brennan

Telephone: (305) 347-1272

Geographic Area Served:

Dade, Florida and Nationwide

Project Start Date: 10/1/85
Project End Date: 10/1/87

STUDENTS SERVED:

Total: 300

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
24 months	Learning disabled	300	adolescents/ young adults

STAFF SERVED: 12

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Provide a comprehensive assessment service that goes beyond the basic definition to evaluate an individual's functional limitations. Provide a continuum of services to learning disabled adults to improve employability skills and close the gaps in service which currently exist, e.g., placement and in-service.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Comprehensive transitional program which features an Assessment Lab coupled with a psychology of career adjustment course (comprehensive assessment, career guidance, and job placement services; and (2) In-service training program and materials designed especially for vocational rehabilitation counselors, special education teachers, educators, vocational evaluators involved in adult and vocational/technical education.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

North Campus of Miami-Dade Community College, Dade County Public Schools, Private Industry Council of Southern Florida, HRS-Office of Vocational Rehabilitation
PROJECT EVALUATION PLAN: Formative and Summative

DATA/INFORMATION TO BE COLLECTED: Survey findings, follow-up interviews, documents, training materials, feedback, recruitment numbers.

PROCEDURES FOR COLLECTION AND REPORTING: Multi-disciplinary review panel made up of Miami-Dade Community College faculty.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>X</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
In-service materials		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Learning disabled, transition, training, job placement

SECONDARY DESCRIPTORS (5 or less):

Title: Helping Hand Rehabilitation Center

Competition: 84.078C

Mailing Address:

Contact Person: Fred Peters

Helping Hand Rehabilitation Center
9649 W. 55th St.
Countryside, IL 60525

Telephone: (312) 352-3580

Geographic Area Served:

Argo, Evergreen Park, Reavis, Oak Lawn,
(AERO) Spec. Ed. Cooperative and La
Grange Area of Spec. Ed. - Illinois

Project Start Date: 6/85

Project End Date: 7/86

STUDENTS SERVED:

Total: 30

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
12 months	Severely handicapped individuals, mental retardation, health impairment, orthopedic, emotional disturbance	30	

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Place individuals in an actual job earning competitive non-subsidized wages and benefits and working along side non-handicapped co-workers, e.g., supported work model using a job coach on site.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Training to individuals; (2) Incentive to employer (free training and guarantee job completion); (3) Individualized instruction; and (4) Supportive services.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Advisory Board, job bank, rehabilitation staff, newspaper

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED:

PROCEDURES FOR COLLECTION AND REPORTING:

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report - process/outcome	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Supported work, private sector, transition, disabled

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

61

Title: "Community Based Training"

Competition: 84.078C

Mailing Address:

Contact Person: Robert Atkins

Rehabilitation Institute
3011 Baltimore*
Kansas City, MO 64108

Telephone: (816) 756-2250

Geographic Area Served:

Project Start Date: 10/1/85

Kansas City, Missouri area

Project End Date: 9/30/88

STUDENTS SERVED:

Total: approx. 60

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
36 months	50% MR, 20% emotionally restored, 30% other (L.D., substance abuse, epilepsy, etc.)	approx. 60	post- secondary

STAFF SERVED: 5

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To enhance the quality of occupational skill training and ease the transition from school to work for participants in its existing facility-based training programs by developing community-based training sites in area businesses and industries which will facilitate, encourage, and coordinate the post-secondary training of handicapped participants in a non-handicapped environment. Demonstrate feasibility of program design.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Improving transition from school to work, site development, job coaching/training, case management, placement preparation and assistance, 90-day follow-up services, program evaluation, distribution of evaluation data, fiscal management, and staff supervision.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Businesses/industries, Occupational Skill Training Advisory Council, Missouri Division of Vocational Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Experimental training alternatives measured with a control group, statistical and narrative descriptions.

PROCEDURES FOR COLLECTION AND REPORTING: Monthly management reports, monthly timetable.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u> x </u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
Graphic display of results, information on participant characteristics, analysis of project results relative to characteristics		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Community-based training, transition, handicapped

SECONDARY DESCRIPTORS (5 or less): Job coaching, job training, job placement

PROJECT PROFILE

62

Title: Educational Center for Handicapped Services Competition: 84.078C

Mailing Address:

Contact Person: Martin Bradley Munn

University of Nebraska-Lincoln
Handicapped Services
504 Administration Bldg.
Lincoln, NE 68588-0437

Telephone: (402) 472-3417

Geographic Area Served:

State of Nebraska and surrounding region

Project Start Date: 8/1/85

Project End Date: 7/31/88

STUDENTS SERVED:

Total: 45

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
36 months	Moderately to severely physically disabled, severely learning disabled	45 (11=visual 5=acoustic, 29=orthopedic)	college students enrolled at U.N.L.

STAFF SERVED: 9

PARENTS SERVED: All students'/prospective students' parents.

OTHERS:

PROJECT PURPOSE:

To allow the disabled college student to take full advantage of his/her education through a combination of instruction and computer adaptations. The program will provide an evaluation of student needs and capabilities, an educational program combining tutorial services and computer technology, and a center for disabled students, prospective students and their parents to help concerning current computer technological applications.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Aid students through use of computers with adaptive devices to achieve educational objectives; (2) Develop a center to provide assistance to UNL handicapped students, prospective students, and their parents concerning computer applications for their particular needs; (3) Develop tutoring and other educational resources for aiding the otherwise academically qualified student with disabilities; and (4) Build base program to be expanded through grants from other agencies and the federal government.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Augmentative Communication Center, Barkley Memorial Center, UNL, State Vocational Rehabilitation, Services for the Visually Impaired

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Assessment of abilities, determine system requirements, selection of equipment, evaluate educational needs, develop resources, pursue funds.

PROCEDURES FOR COLLECTION AND REPORTING: Evaluation of needs, progress in academic work, changes in academic programs, software/hardware adjustments, improvement in attainment, interviews, testing.

PRODUCTS: Visible program, reduce course dropout rate, contribution to knowledge, affective education strategy, aid in transition, regional information center.

Available
PresentlyWill Be
Available By

Evaluation/Progress report

x

Other products or reports, describe below

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Computer applications, linkage, computer technology, disabled, transition

SECONDARY DESCRIPTORS (5 or less): Handicapped, severely disabled, educational center

Title: Project Match: Computer-Based Higher Education-Employer Linkage Model for Graduates with Disabilities

Competition: 84.078C

Mailing Address:

Long Island University
Brooklyn Campus, University Plaza
Brooklyn, NY 11201

Contact Person: Dr. Bob Nathanson

Telephone: (718) 403-1044

Geographic Area Served:

Project Start Date: 9/1/85
Project End Date: 8/31/87

N.Y. City Metropolitan area and national

STUDENTS SERVED:

Total: 357 (estimate)

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
24 months	Physical, emotional learning disabilities	357+ - Year I 577+ - Year II	freshmen-seniors in college

STAFF SERVED:

PARENTS SERVED:

OTHERS: Disabled student services and career planning staff at colleges and universities.

PROJECT PURPOSE:

To design, demonstrate, and disseminate a model employment linkage program that will provide more effective transition and job linkage services to 2 and 4 year college graduates who have physical, emotional, and learning disabilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Develop consortium of colleges/universities in N.Y. Metro area focusing on employment problems of disabled grads; (2) Develop computer-based clearinghouse providing job placement linkage mechanism between qualified disabled grads and N.Y. Metro public/private sector employers; (3) Provide information/services to facilitate their transition to employment; (4) College/university will be provided information/services to enhance effectiveness in preparation of graduates for employment; and (5) Dissemination of project outcomes/products to encourage replication.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Long Island University (Brooklyn Campus) and 82 colleges in the NYC Metro Area

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Information relative to the focus of project activities.

PROCEDURES FOR COLLECTION AND REPORTING: Written documents, mailings, conference presentations, telephone and in-person contacts related to dissemination, survey.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>7/87</u>
Dissemination for replication, job placement, clearinghouse for employment		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Self-help transition, disabled, employment linkage, clearinghouse,
SECONDARY DESCRIPTORS (5 or less): dissemination

Title: Career Skills Upgrading Project

Competition: 84.078C

Mailing Address:

Contact Person: Dr. John T. Palmer

Adult and Continuing Education
Human Resources School
Searingtown Road
Albertson, NY 11507

Telephone: (516) 747-5400

Geographic Area Served:

New York State Counties of Queens,
Nassau and Suffolk

Project Start Date: 7/1/85

Project End Date: 7/1/88

STUDENTS SERVED:

Total: 135

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
36 months	Physical, learning, and/or emotional disabilities, or combination	90	18+

STAFF SERVED:3

PARENTS SERVED:

OTHERS: 45 Non-disabled (displaced homemakers and individuals at midlife crisis)

PROJECT PURPOSE:

To provide training in course content in a special curriculum built around the themes of knowledge of self, knowledge of self in relation to the world of work and knowledge of self as a worker. This generic skills program will be offered as part of a "reverse mainstreamed" adult education program 2-4 evenings per week over a 30-week period.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Emphasizes a heavy involvement of a Business Advisory Committee in identifying the three hi-tech job clusters for which training will be developed, providing work simulation training materials for use in this training, and in providing short term "contracts" for work experiences to be conducted as part of the abilities program.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Business Advisory Committee (15 member) post 36 months - OVR, JTPA, employer sponsorship

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: (1) Data on the timely and efficient completion of the tasks proposed in this project; and (2) Formative and summative evaluation of the curriculum content developed through this project.

PROCEDURES FOR COLLECTION AND REPORTING: Monthly meetings with Project Director to track the progress of activities, and offering suggestions to facilitate change when necessary.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Formative</u>	<u>Summative (7/1/88)</u>
Other products or reports, describe below	_____	_____
Development of competencies, competency matrix, curriculum guides		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Special curriculum, self awareness, knowledge of self, transition, work simulation
SECONDARY DESCRIPTORS (5 or less): Adult education, continuing education, competency based courses

Title: University of Minnesota General College
Demonstration Project

Competition: 84.078C

Mailing Address:

General College
106 Nicholson Hall
216 Pillsbury Dr., S.E.
Minneapolis, MN 55455

Contact Person: Terry Collins

Telephone: (612) 625-8384 or 376-1672

Geographic Area Served:

Students in General College
University of Minnesota

Project Start Date: 7/1/85
Project End Date: 6/30/88

STUDENTS SERVED:

Total: 21

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
36 months	Learning disabled students		18+

STAFF SERVED: 8

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Develop tests, implement, evaluate, and disseminate writing curriculum for mainstreamed LD college students with transition to work orientation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) To increase the retention and academic performance levels of mainstreamed LD post-secondary students; (2) To increase the ability of LD post-secondary students to use varied media, e.g., word processing, writing; (3) To increase awareness of community-related employment adaptations available to LD persons to facilitate transition-to-work; (4) Disseminate knowledge/findings in timely, effective way with the goal of supporting replication/adaptation in other settings; and (5) Evaluate project's achievement.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Local Rehab.

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Project file for each participant, record of expenditures, measurement data, correspondence, dissemination, research summaries.

PROCEDURES FOR COLLECTION AND REPORTING: Reports, records.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report (descriptions, articles, research summary)	<u>X</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
Measurement of outcomes based on criteria, dissemination of materials		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition, curriculum writing, learning disabled, mainstreaming

SECONDARY DESCRIPTORS (5 or less): Self assessment, information, workplace exposure

PROJECT PROFILE

Title: Postsecondary Education Programs for the Handicapped

Competition: 84.078C

Mailing Address:

Research Foundation, CUNY
Graduate School/University Center
33 W. 42nd St.
New York, NY 10036

Contact Person: Alan Gartner

Telephone: (212) 790-4239

Geographic Area Served:

New York City

Project Start Date: 8/1/85

Project End Date: 8/1/86

STUDENTS SERVED:

Total: 7200

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
12 months	All categories	7200	16-24

STAFF SERVED: 5 key personnel

PARENTS SERVED: Potential of 7200 students.

OTHERS: Educational institution staff/agency personnel.

PROJECT PURPOSE:

Creation of center where, on continuing basis, young people, postsecondary institutions, schools, training agencies, and employers can link up. Career and education information will be available, e.g., permanent college night.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Impact will be upon youth with handicapping conditions, building activity between and among agencies/organizations, and contribution to broader national effort to improve postsecondary education for the handicapped.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Institute for Research and Development in Occupational Education, N.Y.C. Public Schools/
Center for Advanced Study in Education

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Activities at Center, demographics, types of services, career orientation, referral.

PROCEDURES FOR COLLECTION AND REPORTING: Checklists, questionnaires, parent survey, parent opinionnaire/knowledge inventory.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Process</u>	<u>8/1/86 Summative</u>
Other products or reports, describe below	_____	_____
Process weekly meetings, monthly reports (narrative, quantitative, financial), products/effects, follow-up with participants, involvement with postsecondary, questionnaires		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Center, linkage, transition, career education/information

SECONDARY DESCRIPTORS (5 or less): Support group, self-help

PROJECT PROFILE

67

Title: Post Secondary Education - Learning How to Learn: Model H.S./College Linkage to Expand Higher Education Opportunities for Learning Disabled Students

Competition: 84.078C

Contact Person:

C.W. Post Campus - Dr. Pearl Seidenberg
(516) 299-2132

Mailing Address:

Long Island University
Brooklyn and C.W. Campuses
University Center
Greenvale, NY 11548

Brooklyn Campus - Dr. Robert Nathanson
(718) 403-1044

Geographic Area Served:

New York City
Nassau and Suffolk Counties

Project Start Date: 9/1/85
Project End Date: 8/31/87

STUDENTS SERVED:

Total: unlimited

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
24 months	Learning disabled	unlimited	high school

STAFF SERVED: Unlimited

PARENTS SERVED: Unlimited

OTHERS:

PROJECT PURPOSE:

To develop, demonstrate, and disseminate a model, transitional post-secondary preparation program which will expand opportunities in higher education, for learning disabled students. (1) Provision of appropriate preparation for transition and promotion of post-secondary education as a viable option for L.D. students. (2) Implementation of linkage between the university and local school districts in order to provide support to students before and after making a transition to college.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Development of collaborative linkages between secondary and post-secondary school personnel, parents and learning disabled students in order to develop and demonstrate a transition support system which better prepares college-bound learning disabled students for success in college. (2) Attention will be focused on the role of post-secondary institutions as service providers in meeting the needs of handicapped students.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Post-secondary institutions, secondary schools, community agencies, advocacy groups, high school students, parents

PROJECT EVALUATION PLAN: Discrepancy-evaluation model = Process and product evaluation

DATA/INFORMATION TO BE COLLECTED: Transitional difficulties, high school faculty attitude/awareness, monitor H.S./college efforts, role model effectiveness, refinement of college checklist

PROCEDURES FOR COLLECTION AND REPORTING: Survey for random sampled colleges/universities, task force reports, survey to targeted H.S. faculty, student questionnaire, checklist.

PRODUCTS: Model program guide; task force reports (strategies); guide for H.S. personnel, students and parents; checklist to evaluate potential college support services

Available
Presently

Will Be
Available By

Evaluation/Progress report - First grant year

x

Other products or reports, describe below

National dissemination (Association for Handicapped Student Services Programs in Post-Secondary Education - AHSSPPE)

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition, handicapped, learning disabled, post-secondary, linkages

SECONDARY DESCRIPTORS (5 or less): Support, high school, university **71**

Title: Postsecondary - A Model Demonstration
Career Planning/Placement. Project for
Severely/Multiply Disabled College Students

Competition: 84.078C

Mailing Address:

Wright State
133 Student Services
Dayton, OH 45435

Contact Person: Stephen H. Simon

Telephone: (513) 873-2141

Project Start Date: 8/1/85
Project End Date: 7/31/88

Geographic Area Served:

State of Ohio

STUDENTS SERVED:

Total: 100

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
36 months	Severely/multiply disabled college students	100	college

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

(1) To design and implement a comprehensive system of career planning and placement services for students with severe/multiple disabilities; and (2) To educate employers on issues related to hiring disabled individuals and to create job opportunities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Increase student career awareness by participating in nontraditional career planning and classes; (2) Work experience, e.g., cooperative, part-time, summer employment; (3) Linkages with employers; and (4) Innovative model for use by other colleges/universities.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

15 major employers, 19 postsecondary institutions of Southwestern Ohio Council on Higher Education

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Number who increased career awareness, number who worked and where, difficulties, available job opportunities, copies of resource manuals distributed.

PROCEDURES FOR COLLECTION AND REPORTING: Evaluations, pre/post tests.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>Process</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
Number of institutions who implement		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Job opportunities, employability, private sector, transition, job planning, severely disabled, multiply disabled, career planning
SECONDARY DESCRIPTORS (5 or less): employer awareness

Title: Using Job Clubs to Assist in the
Transition to Work of Postsecondary
Handicapped Students

Competition: 84.078C

Mailing Address:

Ohio State Univ. Research Foundation
National Ctr. for Research in Voc. Ed.
1960 Kenny Road
Columbus, OH 43210

Contact Person: Dr. James Long

Telephone: (614) 486-3655

Geographic Area Served:

Project Start Date: 10/1/85
Project End Date: 10/1/86

Contingent upon acceptance of community
colleges - national

STUDENTS SERVED:

Total: 75

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
12 months	Severely handicapped, learning disabled, communication handicapped, physically handicapped	25 from each of three community colleges	

STAFF SERVED: 4

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

(1) Provide peer support for job seekers; (2) Teach participants job seeking skills; and (3) Reinforce the concept that job seeking is a full-time job and the worker's responsibility. Members will meet on a regular basis during the week. Establish, operate, and evaluate three separate examples of a model handicapped postsecondary student job club to foster/promote transition. Disseminate information for replication.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Job counseling, obtaining leads, materials for job search, members are encouraged to contact friends, employers, etc. All activities take place in the club so that job seekers can help one another and reinforce each others' efforts.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Three community colleges selected from 14 candidates.

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Information on each job club member, on the college as a whole, information on the community, reports of activities during Phase II, and evaluations of job club experiences.

PROCEDURES FOR COLLECTION AND REPORTING: Interviews, reports, measurement of employment/unemployment.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By 10/86</u>
Evaluation/Progress report	<u>Formative</u>	<u>Summative</u>
Other products or reports, describe below	_____	_____
Monthly status reports, budget reports		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Support group, disabled, handicapped, job club

SECONDARY DESCRIPTORS (5 or less): Transition, self-help

Title: Post-Secondary Transition Program

Competition: 84.078C

Mailing Address:

Contact Person: Jan Rutt

Vanguard School
Upper School
Box 730
Paoli, PA 19301

Telephone: (215) 296-6719

Geographic Area Served:

Project Start Date: 9/4/85

Philadelphia Area

Project End Date: 7/4/86

STUDENTS SERVED:

Total: 10-15

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
10 months	Developmental disorders/serious learning and adjustment problems (severely handicapped)	10-15	6-21

STAFF SERVED: 3 - Placement counselor, tutor (master teacher), adjustment counselor.

PARENTS SERVED: 13

OTHERS:

PROJECT PURPOSE:

Ease the transition of handicapped students into work and/or post-secondary academic or vocational programs. Supportive individualized program for students to develop interpersonal and adult life skills needed to sustain employment. Many of the students lack emotional maturity or skills necessary for work world.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

To help the student to acquire the necessary interpersonal and adult life skills necessary to function in society as an independent adult. (1) student development; (2) basic skills; (3) affective area; (4) actual experience.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

OVR - State Office of Vocational Rehabilitation, Elwyn School, Pathway, Learning Disability Consultants

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Students achievement, surveys on student placement pre/post tests, adaptive behavior in structured/unstructured.

PROCEDURES FOR COLLECTION AND REPORTING: Tests (diagnostic).

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report - 10/85, 2/86, 5/86	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
Success of students		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Employability, life skills, interpersonal skills, severe learning, severe adjustment, adaptive behavior

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

71

Title: Project ASSIST (Adult Services Supporting Instructional Survival Tactics) Competition: 84.078C

Mailing Address: Contact Person: Dr. Connie Dalke or
 Dept. of Special Education Dr. George S. Mischio
 University of Wisconsin - Whitewater Telephone: (414) 472-1106
 800 N. Main St.
 Whitewater, WI 53190 Geographic Area Served:
 Wisconsin & Surrounding States

Project Start Date: 9/15/85
 Project End Date: 9/14/87

STUDENTS SERVED: Total: 80

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
24 months	Mildly learning disabled college students	80 L.D. College students 30 College pupil personnel	College

STAFF SERVED: 5 key personnel

PARENTS SERVED:

OTHERS: Disseminate the number of local, state, and national organizations.

PROJECT PURPOSE:

To increase the likelihood that LD students will complete their college degree and become gainfully employed.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Assists clients in transition to college, in completing school, and finding a job after graduation.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Professionals

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Attitude survey, ratings about quality of training, written responses/questionnaires, Likert scale, comprehensive assessments on students.
 PROCEDURES FOR COLLECTION AND REPORTING: Inservice workshops, operations guides.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>6/30/87</u>
Other products or reports, describe below	_____	<u>6/30/87</u>
Dissemination		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Learning disabled, employability, post-secondary education
 SECONDARY DESCRIPTORS (5 or less):

TRANSITION PROJECT COMPETITION PROFILE

Competition: Special Projects and Demonstrations for Providing
Vocational Rehabilitation Services to Severely Disabled Individuals

CFDA 84.128A

Five special projects and demonstration grants were funded as a result of this competition conducted in Spring, 1984. The major purpose of this grant competition was to establish demonstration projects for providing comprehensive programs in rehabilitation services which hold promise of expanding or otherwise improving the vocational rehabilitation of groups of severely disabled people who have special rehabilitation needs because of the nature of their disabilities. The primary goal of these projects is to assist severely disabled individuals to achieve the optimal vocational adjustment of which they are capable. It is expected that project activities will be fully coordinated with those of other appropriate community agencies which may provide rehabilitation services to special populations of severely disabled individuals. The following specifics from the grant application materials describe the intent of the U.S. Office of Special Education and Rehabilitative Services in establishing these projects.

Authority: Under Section 311 (a) (1) of the Rehabilitation Act of 1973, as amended. (84.128A)

Eligible Recipients: State, public, and other nonprofit agencies and organizations are eligible to apply under this program.

No. of Grants to be Awarded: Approximately \$2,935,000 will be available to support 25 new projects under this program in FY 1984.

Anticipated Funding Level: Projects should be budgeted at approximately \$117,000.

Duration: Grant approval is for a three-year period subject to an annual review of progress and availability of funds.

Special Projects and Demonstrations

Recipients/Sponsoring Agencies: Three of the five grants were awarded to rehabilitation programs. Two of these rehabilitation programs are public, governmental agencies and the other is from Goodwill Industries of America serving a national scope. The remaining two grants originate from the College of Education at San Diego State University and the Valley School in Fishersville, Virginia.

Geographic Location: The five projects are located in four different states. The state of Virginia has two, while California, Arizona, and Maryland have one each.

Target Audience: The five projects are each involved in providing direct services to handicapped youth. The project directors collectively estimate that approximately 465 handicapped youth and young adults will be served in these programs over the three year period that they will be operating. The projects report a wide variety of handicapping conditions to be served. These conditions include educable, trainable, severe and profound mental retardation, blind and visually impaired, severe learning disabilities, autism, physical handicaps, and multihandicapped. Three of the projects are attempting to work closely with parents and two report that staff inservice will be an integral component of the grant.

Project Purposes: Each of the projects has a somewhat unique purpose. They each address the educational and training needs of handicapped youth as they transition from school to work. The purpose statements encompass efforts to: enable blind student/clients to make a smooth transition from classroom to employment by providing a mechanism to participate in computer-related courses, meaningful work experiences, job placements, and follow-up services; ensure that handicapped Navajo youth leave school with marketable skills and with opportunities for postsecondary training and employment; provide comprehensive rehabilitation and educational services to severely disabled students; provide active coordination of school and adult service agencies working with students, parents, and families to facilitate transition; design a model which includes instructional, training and employment strategies; and recruit, evaluate, train and place in employment in the private sector severely handicapped individuals using the Projects With Industry model of vocational habilitation/rehabilitation.

Current Focus (1985-86 Activities): 1985-86 was the second year of operation for these projects. For the most part, the activities focused on implementation and follow through on program plans developed in year one. Some of the activities undertaken in the second year include: the installation of adaptive units for computer systems placed in educational institutions; utilization of work experience programs; placement of clients in competitive employment; establishment of an Interagency Planning Committee; conducting a survey of graduates, school leavers, and employers to determine job availability; establishing a computerized job hot-line; evaluating students on vocational

skills and knowledge; providing inservice training for staff; development of curriculum models for career education; and follow-up of the first wave of program completers.

Cooperating Agencies and Organizations: Extensive interagency and interorganizational relationships characterize all of the projects in this competition. The type of organizations and agencies include: private businesses; vocational rehabilitation, colleges and universities, school districts, ARC, United Cerebral Palsy, city government, division of labor, Navajo Nation Council on the Handicapped, Youth Development Services, and job service agencies.

Project Evaluation Plan: The evaluation designs being used by the projects were highly varied in focus. Projects appeared to be compiling data and information on such things as computer system utilization by clients, satisfaction, client placements, client performance on the job, degree to which project complies with grant objectives, average wage of clients placed, cost-benefits achieved, input from participants on program effectiveness, and conference evaluations. For the most part, projects were not as explicit about the means of collection and reporting, but follow-up surveys and questionnaires were mentioned in two of the five projects.

Products: Each of the projects are and will be producing a variety of materials regarding their project efforts. Four of the five indicated that they will produce evaluation progress reports, one reported the use of a quarterly newsletter, and two indicated nonspecific products and reports. One project indicated that they would produce vocational surveys.

Title: Olta Doo Naa Nishji (School to Work)

Competition: 84.128A

Mailing Address:

Contact Person: Sherry A. Curley or
Elmer J. GuyNavajo Vocational Rehabilitation Program
Navajo Division of Education
P.O. Box 1420
Window Rock, AZ 86515

Telephone: (602) 871-5076

Geographic Area Served:

Project Start Date: 10/1/84

Navajo Reservation: Fort Defiance and
Chinle Agencies

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 210

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	LD, physical handicap, EMH	50-60 (Voc Ed) 150+ (Survey)	14-21

STAFF SERVED: At Window Rock High School, two inservice training sessions. At Twin Trails Treatment Center, two inservice training sessions.

PARENTS SERVED: 100 parents will take part in training on advocacy and vocational education alternatives.

OTHERS: 25 employer contact, 10 advisory group-training

PROJECT PURPOSE:

The purpose of this project is to ensure that handicapped Navajo youth leave school with marketable skills and with opportunities for post-secondary training and employment, including access to a handicapped job hot-line.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Establishing an Interagency Planning/Action Committee; conduct a survey of graduates, school leavers, and employers to determine job availability (serve as a base for a computerized job hot-line); evaluate students on vocational knowledge and skills; revise IEPs to include vocational goals; provide career counseling for students and inservice training for school personnel; plus the development of a curriculum model for career education.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Navajo Division of Labor, Dine Assoc. for Handicapped Citizens, Dine Center for Human Development, Navajo Nation Council on the Handicapped, Navajo Community College, Twin Trails Treatment Center, Division of Youth Development Services, BIA-Career Education, Arizona Job Services

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Conference evaluation, parent & student evaluation of project activities, and external evaluation whereby cooperative agencies can review the project's progress and accomplishments, student/adult surveys.

PROCEDURES FOR COLLECTION AND REPORTING:

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	_____
Other products or reports, describe below	<u>x</u>	_____
Quarterly newsletter		
Vocational surveys	<u>x</u>	

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Business/industry, inter-agency cooperation; job development; networking; American Indian

SECONDARY DESCRIPTORS (5 or less):

Title: Youth Employment: Transition from School
to Work
Mailing Address:

College of Education
San Diego State University
San Diego, CA 92182-1900

Competition: 84.128A

Contact Person: Patricia Patton/Ian Pumpiam

Telephone: (619) 229-2462

Geographic Area Served:

San Diego County

Project Start Date: 9/1/84

Project End Date: 8/30/87

STUDENTS SERVED:

Total: 20

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Educable mental retardation & severe learning disabilities	10	16-22
	Severe and/or profound mental retardation, autism & multiple handicaps	10	

STAFF SERVED:

PARENTS SERVED: IEP teams and families work to develop and implement individual vocational preparation plan as part of each student's IEP. In addition, team works with families to develop/implement an individualized employment/support maintenance plan as part of each student's IWRP/IHP.

OTHERS:

PROJECT PURPOSE:

To design a model which includes instructional, training and employment strategies that will prepare students with moderate and severe handicaps for transition to, and employment in, a wide variety of community jobs and businesses. Primary to this purpose will be the active coordination of school and adult service agencies working with students, parents, and families to facilitate transition.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Develop innovative approaches and strategies in the formation and implementation of task forces, IEP teams and committees, document implementation of individual vocational preparation and transition and support programs.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

San Diego Community College District Dept. of Rehabilitation, Business/Industry, San Diego State University, The San Diego Unified School District, ARC, United Cerebral Palsy

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student outcomes, project uses, CIPP's evaluation scheme (Stufflebeam et al., 1971)

PROCEDURES FOR COLLECTION AND REPORTING: Follow-up studies of students

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Individual transitional plans, moderate and severe handicaps, model development, IEP/IWRP/IHP, transition task force

SECONDARY DESCRIPTORS (5 or less):

Title: "Goodwill Industries" Special Projects
for Severely Handicapped

Competition: 84.128A

Mailing Address:

Jack W. Scott
Goodwill Industries of America
9200 Wisconsin Avenue
Bethesda, MD 20814

Contact Person: Jack W. Scott

Telephone: (301) 530-6500

Geographic Area Served:

10 major U.S. cities

Project Start Date: 10/1/84

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 250

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Severely handicapped	250	

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To bring together education, rehabilitation, business, and goodwill industries in a program effort (pre-employment services, job training, and job placement) to train and place 250 severely handicapped persons in competitive employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Dunfey Hotel Chain, McDonalds, Naugles Restaurants

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Average wage of client placed, placement rates, cost benefit data, feedback from employers, educators, and others, etc.

PROCEDURES FOR COLLECTION AND REPORTING: Evaluation is the responsibility of National Project Director and appropriate staff. Collection procedure not addressed.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Projects With Industry, severely handicapped

SECONDARY DESCRIPTORS (5 or less):

Title: Valley Transitional School Project

Competition: 84.128A

Mailing Address:

Contact Person: George Drummond

Rt. 1
Box 255
Fishersville, VA 22939

Telephone: (703) 885-9126

Geographic Area Served:

Project Start Date: 7/1/84
Project End Date: 9/30/86

Cities of Staunton, Waynesboro, County
of Augusta (Virginia)

STUDENTS SERVED:

Total: 100

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Educable mentally retarded and trainable mentally retarded plus any SD student under age 23	100	16-22

STAFF SERVED:

PARENTS SERVED: Will serve on an Advisory Council

OTHERS: Employers asked to serve on an Advisory Council, aid in on-site evaluations and unpaid work experience training.

PROJECT PURPOSE:

To provide comprehensive rehabilitation and educational services to severely disabled students, especially the educable mentally retarded and the trainable mentally retarded, which will enable them to make the transition from school to gainful employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Public school systems of Augusta County, cities of Staunton and Waynesboro, Virginia
Department of Rehabilitative Services, Valley Workshops, Inc. (fiscal agency & employer of record)

PROJECT EVALUATION PLAN:

DATA INFORMATION TO BE COLLECTED: Number of clients served, the degree to which project activities are being implemented, budget review & administrative/grant review.
PROCEDURES FOR COLLECTION AND REPORTING: Quarterly programmatic progress reports on objective's effectiveness, periodic interviews with project staff (by project manager), parents and employees as to their opinions of the project.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>Fall 87</u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Mentally retarded, community involvement, cooperative involvement, rural setting, world of work awareness, IEP/IWRP development, multi-
SECONDARY DESCRIPTORS (5 or less): agency comprehensive assessment, community based curriculum, parent/employer advisory committee

Title: Project BAC (Blind Access Computers) Competition: 84.128A
 Mailing Address: Contact Person: Philip Mertz
 Virginia Dept. for the Visually Handicapped Telephone: (804) 264-1142
 397 Azalea Avenue Geographic Area Served:
 Richmond, VA 23227-3697
 Project Start Date: 10/1/84 Virginia
 Project End Date: 9/30/87

STUDENTS SERVED:

Total: 10

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
10/1/84-12/85	Blind and visually impaired	10	

STAFF SERVED: VR counselors, educational instructors

PARENTS SERVED:

OTHERS: Educational institutions, public and private employers

PROJECT PURPOSE:

To enable blind student/clients to make a smooth transition from the classroom to employment by providing a mechanism to allow them to participate fully in computer-related courses, and providing meaningful work experiences, job placements and follow-up services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Four (4) adaptive units for computer systems will be placed in educational institutions. One (1) unit will be utilized for work experience programs (one per regional office), and four (4) will be placed with clients entering competitive employment.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Vocational Rehabilitation Services and the Virginia Dept. for the Visually Handicapped, Virginia Industries for the Blind, Virginia Rehabilitation Center for the Blind, and public and private employers.

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: 1. Count of computer systems placed in educational institutions; 2. Count of student/clients utilizing the systems; 3. Level of satisfaction as determined by educational institutions; 4. client placements in competitive employment; 5. client performance on the job as determined by employer.

PROCEDURES FOR COLLECTION AND REPORTING: Questionnaires to educational institutions, employers of clients placed in competitive employment, data counts & follow-up survey.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>9/85</u>
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Computer-related courses, blind and visually impaired, vocational rehabilitation, demonstration project, adaptive equipment

SECONDARY DESCRIPTORS (5 or less):

TRANSITION PROJECT COMPETITION PROFILE

Competition: Secondary Education and Transitional Services for
Handicapped Youth--Service Demonstration Projects

CFDA 84.158A

Several model demonstration grants were funded as a result of this competition conducted in February, 1984. The primary purpose of the grant competition was to assist handicapped youth in the transition from school to postsecondary environments such as competitive or supported employment. The following specifics from the grant application materials further describe the intent of the U.S. Office of Special Education and Rehabilitative Services in conducting this grant program.

Purpose: To support projects that develop and establish exemplary models for service programs which include specific vocational training and job placement.

Authority: Section 626 of Part C of the Education of the Handicapped Act (EHA) (20 U.S.C. 1425).

Eligible Recipients: Institutions of higher education, state and local education agencies, or other public and private nonprofit institutions and agencies.

No. of Grants to be Awarded: Approximately 10 demonstration programs will be supported in fiscal year 1984.

Anticipated Funding Level: Approximately \$1,000,000 will be available to fund 10 projects operated at the level of approximately \$100,000 per year.

Duration: Projects will be funded for 12 to 36 months.

Service Demonstration Projects

Recipients/Sponsoring Agencies: Seven of the 16 grants were awarded to institutions of higher education. Projects were also awarded to school districts, vocational rehabilitation agencies, and nonprofit, private local organizations.

Geographic Location: The 16 projects are in 11 different states. Three projects are placed in Washington and two in New York.

Target Audience: The 16 projects provided direct services to handicapped youth ages 16-21. The project directors estimated that these projects will serve approximately 34,324 during their one-three year period of operation. The handicapping conditions served varies from project to project. Several of the projects focused on moderately and severely handicapped youth. Two of the projects also dealt with handicapped youth in rural and socio-economically disadvantaged communities. Other projects were serving autistic and emotionally disturbed students.

Project Purposes: The basic purpose of these projects was focused on transition from school to the workplace with the ultimate anticipated outcome being permanent, competitive employment. Some of the purpose statements include: development of a continuum of transition services for employment of the developmentally disabled; development of a supported work model for mentally retarded youth; providing high risk and dropout youth who are mildly handicapped with vocational guidance leading to successful job placement; and development of work experience opportunities.

Current Focus (1985-86): 1985-86 was the second year of operation for most of these projects. Five of the grants indicated that providing job placement and follow-up services for the students was a current activity. Continuation of previous services and refinement of service delivery models was also being undertaken. Replication of the model in other sites and implementation of evaluation procedures were also among the current activities.

Cooperating Agencies and Organizations: A majority of the projects (11) indicated the use of interagency collaboration. In several instances the projects also cited involvement with local vocational rehabilitation services and local educational agencies. Because the focus of this competition was school to work transition, there are also business associations and organizations involved with the projects, e.g., Projects with Industry, private industry councils, and the National Alliance of Business.

Project Evaluation Plan: The project evaluation plans were highly varied; however, several of the projects planned to use evaluations focusing on student outcomes (e.g., job retention, beginning salary data, acquisition of independent living skills, and class attendance). Overall project effectiveness was also to be examined: goal attainment,

task completion, cost, and employee integration. Among the most frequently listed methods of data collect were pre- and post-program tests, rating scales, and documented observations. One project proposed to use a control group of students.

Products: The projects in this competition are producing various informational resources regarding their efforts. Included among the products are newsletters, brochures, training manuals, journal articles, and progress reports. Three of the projects are producing or have produced slide tape and video tape presentations describing their activities and outcomes. Ten of the 16 projects reported having progress reports available at the present time.

Title: On-Site Employment Training for Handicapped Competition: 84.15%

Mailing Address: Contact Person: De Joneson

Richmond Unified School District Telephone: (415) 933/724-4669

Special Services Division Geographic Area Served:

1103 Bissell Ave. San Francisco Bay area

Richmond, CA 94804

Project Start Date: 1/85

Project End Date: 12/87

STUDENTS SERVED: Total: 200

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1/85-12/87	Severely handicapped	41	17-22
	Learning handicapped	36	
	Sensory impaired, physically handicapped	16	

STAFF SERVED:

PARENTS SERVED: Providing inservice workshops - 20

OTHERS:

PROJECT PURPOSE:

To train handicapped students for jobs and to teach them how to maintain and keep their jobs with little supervision.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Contractual agreements for hiring students, job and task analysis, student placement on the job, acquisition and retention training, analyzing data from first year.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Workability Program, Regional Occupation Program, San Francisco State University, Richmond and San Francisco School District, San Francisco Association for Retarded Citizens, Dept. of Rehabilitation, Dept. of Developmental Disabilities, Employment Development Dept.

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Number of students placed on jobs, training data (acquisition, generalization, etc.), social validity data, percent of employees retaining jobs, income, social service costs, cost-benefit ratios.

PROCEDURES FOR COLLECTION AND REPORTING: Single case designs, pre/post tests.

PRODUCTS:	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>X</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>12/87</u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Job retention, interagency, job placement, replication, family intervention

SECONDARY DESCRIPTORS (5 or less): Independent living skills

Title: Secondary Education and Transitional
Services for Handicapped Youth

Competition: 84.158A

Mailing Address:

Whittier Union High School District
Career Assessment & Placement Center
9401 S. Painter Ave.
Whittier, CA 90605

Contact Person: Dan Hulbert and
Richard Rosenberg
Telephone: (213) 698-8121

Geographic Area Served:

Project Start Date: 1/1/85
Project End Date: 1/1/88

8 cooperating school districts covered by
Whittier Area Special Education Local
Plan Area

STUDENTS SERVED:

Total: 415+ (per year)

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	(Wide range) Educationally handicapped, multi, visually impaired, speech & hear- ing impaired, severely handicapped	225	15-21

STAFF SERVED: Various special education teachers, support staff, regular education teachers,
and administration.

PARENTS SERVED: Periodic parent meetings and continual written and phone contact.

OTHERS: Community network of support agencies and resources.

PROJECT PURPOSE:

Provide a comprehensive network of vocational, independent living skills, community consumer,
and career education services for all students with exceptional needs (within the 8 cooper-
ating school districts) through expanding services of existing Career Assessment and
Placement Center, effectiveness of these services, and implementing a dissemination program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Provide quality transition services to 36 students who are severely handicapped (18-21 years
old) leading to supported work and supported life.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Tri-Cities Regional Occupation Program, Adult & Continuation School; Career Education;
Vocational Education; Work Experience; State of California Dept. of Rehabilitation

PROJECT EVALUATION PLAN: Quasi-experimental non-equivalent comparison group

DATA/INFORMATION TO BE COLLECTED: Percentage of students completing voc. evaluation, work
adjustment, voc. counseling, independent living skills, job placement development.
PROCEDURES FOR COLLECTION AND REPORTING: Collect data on above categories and compare the
control group to the experimental project group.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	Pilot products June, 1986
Dissemination manuals in five program areas	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Work adjustment, employment preparation, independent
living skills, supported work, transition
SECONDARY DESCRIPTORS (5 or less):

Title: Service Demonstration Models Comprehensive Transition Training for Severely Handicapped

Competition: 84.158A

Mailing Address:

University of Colorado
P.O. Box 7150
Colorado Springs, CO 80933-7150

Contact Person: Dr. Dennis Mithaug

Telephone: (303) 593-3114

Geographic Area Served:

Project Start Date: 1/1/85
Project End Date: 1/1/88

School District 11/Colorado Springs
Widefield School District

STUDENTS SERVED:

Total: 80

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
2/85-12/88	Moderate, severe & profoundly retarded	80	12-22

STAFF SERVED: Teachers working with mild, moderate, severe & profoundly retarded at the upper elementary, junior high and high school levels.

PARENTS SERVED: Parents of mild through profoundly retarded students interested in promoting independence and adaptability at home.

OTHERS:

PROJECT PURPOSE:

To increase movement of moderately, severely, and profoundly retarded students from school and home to independent living and work situations; through promoting independent functioning and adaptability at all age levels.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Independence training - for movement from training environments to competitive employment (for a significant number). The main focus of the project is to develop a teaching and curricular model which promotes student adaptability (self evaluation, independent decision making, and independent performance).

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student assessments (pre-post tests), student progress toward IEP goals, summative evaluation.

PROCEDURES FOR COLLECTION AND REPORTING: Assessment instruments, observation, and daily data collection.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>12/86</u>
Additional progress reports, project newsletters, new assessment instruments		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): School, independent living, supported work, competitive employment, home prevocational training, employment training

SECONDARY DESCRIPTORS (5 or less):

Title: The City Lights Project
A Service Demonstration Model

Competition: 84.158A

Mailing Address:

Academy for Educational Development
1255 - 23rd St., NW
Washington, DC 20037

Contact Person: Bert L'Homme

Telephone: (202) 682-0818/328-7017

Geographic Area Served:

Project Start Date: 9/3/84

Project End Date: 9/3/87

Metropolitan District of Columbia

STUDENTS SERVED:

Total: 60

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Emotionally disturbed	30 Day Program 30 Work-Study	12-26

STAFF SERVED: Ongoing inservice.

PARENTS SERVED: Parents are always involved.

OTHERS: Pre-service for psycho-educators, social workers and psychiatrists.

PROJECT PURPOSE:

To develop a demonstration program to assist seriously emotionally and educational handicapped students to make the transition from school to work and from dependence to independence.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Work-study program of ten students; an increase in day and afternoon work-study student reading and math skills of 1.5 grade levels over prior norms; a total of 15 worksites established for placement of City Lights graduates; placement of 10 students in paid employment; collaboration with two additional designated agencies; continued 85% rate of school attendance.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Shiloh Baptist Church, Vocational Rehabilitation Services Admin., numerous public agencies (Youth Services, Dept. of Employment, etc.) and private agencies (For Love of Children, Consortium for Child Welfare, etc.).

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student assessment: academic coursework, affective and behavioral performance, vocational skill development and job placement. Program assessment: educational component, clinical and vocational components.

PROCEDURES FOR COLLECTION AND REPORTING: Modified discrepancy evaluation model (DEM) - for overall program; formative-deductive evaluation of student progress (bi-weekly staffing conferences).

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>10/86</u>
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Educational, clinical, vocational

SECONDARY DESCRIPTORS (5 or less):

Title: International Assoc. of Machinists & Aerospace Workers National Demonstration Model for Transitional Service for Handicapped Youth

Competition: 84.158A

Mailing Address:

Int'l Assoc. of Machinists & Aerospace Workers' Apprenticeship, Employment and Training Dept.
1300 Connecticut Ave., N.W.
Washington, DC 20036

Contact Person: Angela Traifords

Telephone: (202) 857-5173

Geographic Area Served:

Chicago, Illinois and Los Angeles, California

Project Start Date: 11/1/84

Project End Date: 10/31/85

STUDENTS SERVED:

Total: 50

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	MR, DD, emotionally ill, physically disabled	50	High school+

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To plan, establish, develop, and demonstrate a vocational training and job placement program for secondary level handicapped youth that demonstrates a fully unified and coordinated approach between business, industry, labor, local education agencies, and rehabilitation systems.

CURRENT FOCUS OF PROJECT ACTIVITIES (1984-85):

This program focused on five goals: 1) to prepare students for competitive employment through OJT training, 2) generate work experience in the private sector, 3) to achieve career oriented placements, 4) to establish follow-up services both for workers and employers, to insure smooth and lasting transition, and 5) to disseminate methods found most effective to serve as a model to encourage wider efforts.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Local employment development depts., state depts. of education and rehabilitation, local education agencies, JTPA, PIC's, and Youth Employment Services

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Activities in support of project objectives and actual performance (e.g., client recruitment, screening, job training, supportive services).
PROCEDURES FOR COLLECTION AND REPORTING: Review of operating reports and field inspection reports prepared on semi-annual basis.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u> </u>
Other products or reports, describe below	<u>yes</u>	<u> </u>
Info from project		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Projects with industry, private sector employment, model program, OJT, work experience, follow-up assistance, team approach, labor unions, job
SECONDARY DESCRIPTORS (5 or less): development

Title: International Assoc. of Machinists and
Aerospace Workers National Demonstration
Model for Trans. Service for the
Handicapped Youth

Competition: 84.158A

Mailing Address:

International Assoc. of Machinists and
Aerospace Workers
Apprenticeship, Employment & Training Dept.
1300 Connecticut Ave., NW
Washington, DC 20036

Contact Person: Charles Bradford

Telephone: (202) 857-5173

Geographic Area Served:

Chicago, IL
Los Angeles, CA

Project Start Date: 1/11/84
Project End Date: 1/11/85

STUDENTS SERVED:

Total: 125

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
11/84-9/85	Mentally retarded, developmentally disabled, emotionally disturbed, physically disabled	125	16-21

STAFF SERVED: Executive Director, National Coordinator, Associate National Coordinator, Vocational/Job Placement Coordinators.

PARENTS SERVED: Parents have been encouraged to provide support for their children's efforts.

OTHERS:

PROJECT PURPOSE:

To promote the transition from classroom to workplace for students with disabilities by 1) providing vocational and on-the-job training, 2) developing work experience opportunities, 3) placing 50 handicapped students in permanent full-time competitive employment following OJT, and 4) providing on-site follow-up to participants and employers.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

(1) Perfecting methodologies for broader application in the transition from school to work; (2) Program continues to take on difficult cases involving severe disabilities and will seek to strengthen kinds of services which will better prepared handicapped youths for worthwhile careers in the private sector; and (3) Approaches common to PWI will continue to be a mainstay of IAM/TSHY.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Local employment development departments, State Depts. of Education, local education agencies, State Depts. of Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Numerical and descriptive data.

PROCEDURES FOR COLLECTION AND REPORTING: Information and data from fields are analyzed to stated program objectives. Formative evaluation on various components (development of job seeking skills, etc.). Summative evaluation of aspects of overall program.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>11/84-12/85</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
Newsletters, brochures, progress reports, news releases, films		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): On-the-job training, private sector, career, follow-up
SECONDARY DESCRIPTORS (5 or less): Dissemination of program information through presentation distribution of program material exhibits

Title: Secondary School/Post Training Employment
Transition Service Demonstration Model
Project for Handicapped Students

Competition: 84.158A

Mailing Address:

University of Hawaii
Dept. of Special Education
1776 University Ave.
Honolulu, HI 96822

Contact Person: Robert A. Stodden

Telephone: (808) 948-7956

Geographic Area Served:

State of Hawaii

Project Start Date: 10/1/84

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 30+

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
84-85	Moderate handicapping conditions	30+	15-22

STAFF SERVED: Inservice training to 45 teachers and direct service providers.

PARENTS SERVED: 130 parents through direct service activities and special workshops.

OTHERS:

PROJECT PURPOSE:

Focused on the three phases of transition process: 1) secondary program IEP management, 2) transitional management, and 3) availability/appropriateness of post secondary program options.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

To develop parents as "prime advocates" in the transition process and develop/field test individualized transition plans, demonstrate effectiveness of job coach role.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Dept. of Special Education, University of Hawaii-Manoa; State Dept. of Education Exceptional Children Branch; Association for Retarded Citizens of Hawaii-COMTEP; Community College Employment Training Program; Division of Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Information necessary to measure the effectiveness of demonstrated project innovations and information to help facilitate project development, implementation, replication, and institutionalization.

PROCEDURES FOR COLLECTION AND REPORTING: Evaluation questions of process/product.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available 8y</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	_____
Career planning packet, in-service materials on transition, slideshow on job coaching, transition planning guide		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition, IEP, ITP, planning processes, linkages

SECONDARY DESCRIPTORS (5 or less): Parent participation, job coach

Title: Community-Based Model for Public School
Exit and Transition to Employment

Competition: 84.158A

Mailing Address:

Indiana University Foundation
P.O. Box 1847
Bloomington, IN 47403

Contact Person: Dr. Richard Dever

Telephone: (812) 335-0423

Geographic Area Served:

Project Start Date: 1/11/84

Southern Indiana, 1 urban and 1 rural
site

Project End Date: 1/11/87

STUDENTS SERVED:

Total: 150

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Moderately and severely mentally handicapped	35	16-22

STAFF SERVED: Fifteen from public school staff (MOMH, S&P) & rehab staff

PARENTS SERVED: None

OTHERS:

PROJECT PURPOSE:

To develop, evaluate, and replicate a transitional service model linking rehabilitation centers and public schools in preparing moderately and severely handicapped youth to obtain and maintain competitive employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Continue project implementation and evaluation activities in original project site (Columbus, Bartholomew counties), replicate first year activities in programs in Seymour, Jackson counties, and disseminate information on the model program to professionals on the local, state, and national level.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Center for Innovation in Teaching the Handicapped (CITH), Developmental Services, Inc., Bartholomew Special Services Cooperative, Vocational Rehab. Services, Association of Rehab. Facilities

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Formative evaluation and summative evaluation--both qualitative and quantitative methods used.

PROCEDURES FOR COLLECTION AND REPORTING: Rating scales, structured observations, cost-benefit analysis, semi-structured interviews, document analysis.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u>x</u>	<u> </u>
Project COMPETE working papers		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Community-based, competitive employment, agency collaboration, transition

SECONDARY DESCRIPTORS (5 or less):

Title: Community Services for Autistic Adults
and Children, Inc.

Competition: 84.158A

Mailing Address:

Vocational/Education Department
751 Twinbrook Parkway
Rockville, MD 20851

Contact Person: Patricia D. Juhrs

Telephone: (301) 762-1650

Geographic Area Served:

Project Start Date: 7/1/84

Project End Date: 7/1/87

STUDENTS SERVED:

Total: 43

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Autism (adults and adolescents)		15-45

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Refine a successful community-based, nonsheltered work-training program; evaluate the effectiveness of the model curriculum, the methods and interventions, nonsheltered placements and staff training; and disseminate information regarding the model for replication through site visits, a demonstration training film, brief handbook, and presentations at conferences.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Systematic availability of model for dissemination and replication (site visit schedule, film, handbooks, conference presentation, professional training).

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Maryland Staff Dept. of Education, Montgomery County Public Schools, Baltimore County Public Schools, Prince George's County Public Schools, Anne Arundel County Public Schools, Montgomery County Dept. of Family Resources, Maryland State Dept. of Mental Hygiene, United Way

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Baseline measures on various skills--(community living skills, community working skills, vocational assessment) data taken after job placement--criterion-referenced task analysis. Statistical evaluation of data--intercorrelation of performance data, split half analysis, reliability of data, validity of program design, statistical significance of performance data, social validation of methodology. PROCEDURES FOR COLLECTION AND REPORTING: Interviews with employer, observation of CSAAC instructor.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Autism, community-based, dissemination, work-training

SECONDARY DESCRIPTORS (5 or less):

95

Title: Continuum of Coordinated Transitional
Services for Developmentally Disabled

Competition: 84.158A

Mailing Address:

Las Cumbres Learning Services, Inc.
P.O. Box 563
Los Alamos, NM 87544

Contact Person: Dr. Patricia Tompkins-McGill

Telephone: (505) 662-4323

Geographic Area Served:

Project Start Date: 1/15/85

Northern New Mexico

Project End Date: 1/15/87

STUDENTS SERVED:

Total: 135

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Developmentally disabled Hispanic Native Americans and Anglo individuals		18+

STAFF SERVED: Training of para-professionals to work in rural areas where staff are hard to find/recruit.

PARENTS SERVED: Families of D.D. individuals served.

OTHERS:

PROJECT PURPOSE:

To develop and demonstrate innovative methods of facilitating sheltered, competitive, and supported employment opportunities for developmentally disabled youth who reside in large rural socio-economically depressed regions of northern New Mexico.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Ongoing vocational assessment, sheltered employment, competitive employment placement, independent living arrangements, family support services, refine service delivery models.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Health and Environment Dept., Developmental Disabilities Bureau, Division of Vocational Rehabilitation, local and state education agencies

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Progress of individual clients, evaluation of overall project objectives and program component.

PROCEDURES FOR COLLECTION AND REPORTING: Pre/post test scores, individual successful attainment of objectives.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u> </u>
Public Service Announcements showing adults working, living independently (video, national broadcast quality); various curricula; and a handbook for potential employers, "Employment of the Handicapped Through Community Involvement"		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Vocational training, bilingual, competitive employment, cottage industry

SECONDARY DESCRIPTORS (5 or less):

Title: Homan Resources Center Trans. of Severely Disabled Youth from School to Work: A Demonstration Model Competition: 84.158A

Mailing Address: Contact Person: Roberta Y. Housman

Vocational Rehabilitation Services Telephone: (516) 747-5400

I. U. Wilets Road Geographic Area Served:

Albertson, NY 11507 Nassau County, NY

Project Start Date: 1/10/84

Project End Date: 1/10/87

STUDENTS SERVED: Total: 95

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Physically disabled and multiply handicapped, learning disabled, educable mentally retarded, emotionally disturbed, hearing/speech impaired, visually impaired		16-21

STAFF SERVED: School teachers and administrators.

PARENTS SERVED: All parents of students involved in the project via evening sessions on community resources and counseling sessions.

OTHERS:

PROJECT PURPOSE:

To create a service demonstration model program which utilizes community resources for facilitating the transition of non-college bound severely disabled students from secondary education into employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Work programs, speakers' bureau, socialization skills training, independent living assistance, job seeking skills training, job placement and follow-along services.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Projects With Industry (325), National Industry-Labor Council (100), New York State OVR, Independent living centers, 26 school districts, Project Advisory Council, and Employer Subcommittee

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Cumulative frequency counts of referrals, interviews, employer contact activities, beginning salary data, aggregate placement data, work experience, independent living information.

PROCEDURES FOR COLLECTION AND REPORTING: Formative and summative.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>x</u>	<u>Sept. 87</u>
Other products or reports, describe below	<u> </u>	<u>Sept. 87</u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Vocational evaluation, skills training, shadowing, on-the-job training, employer-based model, project advisory council

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

95

Title: Project Employment Competition: 84.158A
 Mailing Address: Contact Person: Michael Kramer, Coordinator
 Young Adult Institute & Workshop, Inc. Telephone: (212) 563-7474
 460 W. 34th St. Geographic Area Served:
 New York, NY 10001-2382 New York City
 Project Start Date: 12/6/84
 Project End Date: 12/6/87

STUDENTS SERVED: Total: 10-20

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
5/13/85-	Developmentally disabled		15-21
5/13/86	Mild and moderate		
	Severe and profound	19	

STAFF SERVED: The PEP staff do constant on-site training and consultation with Manhattan Occupational Training Center teaching staff.

PARENTS SERVED: Eighteen parent units and a community residence staff person have been oriented to the transition process, Social Security System, N.Y.C. Office of Vocational Rehabilitation and support systems and programs offered by the Young Adult Institute.

OTHERS:

PROJECT PURPOSE:

Develop and implement a model program to facilitate competitive employment in developmentally disabled young adults who are in transition from school to adult environments.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

To develop an extensive Job Placement Bureau and an elaborate Management Awareness Training Program for Corporate outreach and development.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Division of Special Education, Office of Vocational Rehabilitation, N.Y.C. Private Industry Council

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Program evaluation: system development and implementation, ability to meet goals, timelines of task completion and staff performance. Program objectives data.

PROCEDURES FOR COLLECTION AND REPORTING: Quality assurance reviews, peer reviews, Advisory Board will review project.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>9/86</u>
Other products or reports, describe below	_____	<u>6/86</u>

Monograph article on the Project Employment Program and a joint article with N.Y.C. on initiating an integrated project in the N.Y.C. area

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Competitive employment, transition

SECONDARY DESCRIPTORS (5 or less): Management Awareness Training (MAT), Job Placement Bureau

PROJECT PROFILE

96

Title: Electronics Industry Enclave Project

Competition: 84.158A

Mailing Address:

Contact Person: Larry E. Rhodes

University of Oregon
Specialized Training Program
Education Building
Eugene, OR 97403

Telephone: (503) 686-5311

Geographic Area Served:

California, Oregon, Washington

Project Start Date:

Project End Date:

STUDENTS SERVED:

Total: 16

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Moderately and severely retarded		

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop a fully tested and nationally replicable model for employing persons with severe mental retardation and related educational handicaps in regular worksites upon graduation from school.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Training site staff, start-up activities, post-implementation review, comprehensive implementation review, initial area assessment.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Trillium Employment Services, Physio-Control Corporation, University of Oregon's Specialized Training Program

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: 1) Effectiveness of installing an enclave model, 2) Effectiveness of consumer access training/employment in industry, 3) Cost effectiveness of programs implementing the enclave model.

PROCEDURES FOR COLLECTION AND REPORTING: Checklists, wage reports, monthly reports.

PRODUCTS:

Available
Presently

Will Be
Available By

Evaluation/Progress report

Other products or reports, describe below

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Enclave, private industry, transition, replicable

SECONDARY DESCRIPTORS (5 or less):

99

Title: Competitive Employment for Mentally Retarded Young Adults

Competition: 84.158A

Mailing Address:

Virginia Commonwealth University
School of Education
MCV Box 568
Richmond, VA 23298-0001

Contact Person: Dr. Paul Wehman
(804) 257-1851
Telephone: Herbert Chernside
(804) 786-0348

Geographic Area Served:

Richmond, Virginia Beach, Alexandria
Virginia

Project Start Date: 10/1/84
Project End Date: 10/1/87

STUDENTS SERVED:

Total: 50

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mild & severely retarded	50	18-23

STAFF SERVED:

PARENTS SERVED: Active in planning evaluation and implementation of students transition plan.

OTHERS:

PROJECT PURPOSE:

To demonstrate competitive employment for MR youth through a supported work approach including job site training and follow-along services after placement.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

A) To develop and demonstrate a supported work model of competitive employment in five diverse public school settings in three geographical areas in Virginia; (B) To place into competitive employment 16-18 MR young adults per year from each of the three geographical areas; (C) To demonstrate a 50-75% job retention rate over three years; and (D) To develop and disseminate model individual transition plans.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

National Association for Retarded Citizens, vocational special need instructors, local mental health and mental retardation boards, National Alliance of Businessmen, media sources, local/state ARC, JTPA

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: 1) Observational data related to student's performance and social validation from employers, coworkers, agency representatives, and parents; 2) assessment of success of project objectives; 3) assessment of impact on students and families, parental attitudes, and quality of life; 4) overall effectiveness of project. PROCEDURES FOR COLLECTION AND REPORTING: Behavioral observation of student performance, survey, external evaluation.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	_____
Other products or reports, describe below	_____	_____?
Brochure, journal articles, conferences, slide-tape, transition planning process and competitive employment placement and retention strategies		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Supported work model, job retention, mentally retarded, unsubsidized employment, transition plans, transitional planning process
SECONDARY DESCRIPTORS (5 or less): Individual, job site training, on-going assessment, follow-up

PROJECT PROFILE

98

Title: American Council on Rural Special Education

Competition: 84.158A

Mailing Address:

Western Washington University
Bellingham, WA 98225

Contact Person: Doris Helge, Ph.D.

Telephone:

Geographic Area Served:

Project Start Date: 9/6/84
Project End Date: 9/6/87

National

STUDENTS SERVED:

Total: 20,000

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Mild/moderate handicapped		12+

STAFF SERVED:

PARENTS SERVED: National (via ACRES Rural Family-Professional Partnership Task Force and Rural Parent Resource Directory).

OTHERS:

PROJECT PURPOSE:

To develop and identify effective models of transition from school to work settings/community for rural persons with disabilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Community Advisory Board, National Advisory Board, National Rural Independent Living Network

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Cost of model implementation, integration of participants with disabilities into employment settings, types of employment and training alternatives.

PROCEDURES FOR COLLECTION AND REPORTING: Evaluation form, annual evaluations, matrix.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>Summer 86</u>
Other products or reports, describe below	_____	_____

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Rural, competitive employment, supported employment

SECONDARY DESCRIPTORS (5 or less):

Title: Service Demonstration Models: Project Transition

Competition: 84.158A

Mailing Address:

Career Vocational Education
Wilson-Pacific Annex, Rm 303
1330 N. 90th St.
Seattle, WA 98103

Contact Person: John Emerson

Telephone: (206) 281-6796

Geographic Area Served:

City of Seattle

Project Start Date: 1/1/85
Project End Date: 12/31/87

STUDENTS SERVED:

Total: 140

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	Behaviorally disabled, learning disabled, mentally retarded, auditorally impaired	140	15-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To set up a four phase vocational training and placement sequence addressing the needs of handicapped dropouts and high risk secondary level students.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Academic vocational assessment, running a maintenance crew (community-based), referral and job placement.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Department of Student Support Services, Office of Career/Vocational Education, Seattle Public Schools, DVR, DD Services, Machinists Union, Seattle Community Colleges

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Longitudinal studies of previous students. Compare outcomes.

PROCEDURES FOR COLLECTION AND REPORTING: Midterm reporting.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report - Midterm report	<u>no</u>	<u>10/86</u>
Other products or reports, describe below	<u>no</u>	<u>12/1/87</u>
Final report		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Vocational, dropouts, training, follow-up, transition, community, high risk

SECONDARY DESCRIPTORS (5 or less):

Title: The Continuing Education Project: A
Realistic Transition Model for
Secondary School Handicapped

Competition: 84.158A

Mailing Address:

University of Washington
College of Education
Experimental Education Unit
Seattle, WA 98195

Contact Person: James Q. Affleck

Telephone: (206) 543-1827

Geographic Area Served:

South Seattle (Highline Public School
District)

Project Start Date: 1/1/85
Project End Date: 12/31/87

STUDENTS SERVED:

Total: 14

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
4/85-6/86	Mild retarded, learning disabled, behaviorally disabled	14	17-21

STAFF SERVED: 45-50 Special education department teachers/psychologists/counselors.

PARENTS SERVED: 19 Parents of participating students.

OTHERS: 19 Transition project directors and staff in Washington state.

PROJECT PURPOSE:

To develop a model that school districts can use to better prepare 17-21 year old handicapped students for the world of work. Students will work in competitive jobs during the day, evenings or weekends, will attend a transition resource room three times per week, and participate in an Employment Support Group once per week. They will be placed in other in-district programs (e.g., vocational classes) as warranted by individual training needs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Developing the model for Highline School District activities: recruiting student population, hiring and training staff, field-testing curriculum, monitoring student progress, developing a replication site and population.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Office of the Superintendent of Public Instruction, Olympia, WA, Dept. of Vocational Rehabilitation, Washington

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student outcomes: class attendance, rate of employment, length of employment, degree of independent living skills. Project outcomes: quality of methods, integration of the project into the Highline Secondary Special Education program.

PROCEDURES FOR COLLECTION AND REPORTING: Documentation

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report - First Annual Report (1985-86)	<u>X</u>	<u> </u>
Other products or reports, describe below	<u> </u>	<u>X</u>

Research articles in preparation-12/87; Second Year Report-3/87; Final Report-12/87

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition, independent living, replicate, secondary special education
SECONDARY DESCRIPTORS (5 or less):

TRANSITION PROJECT COMPETITION PROFILE

Competition: Secondary Education & Transitional Services for
Handicapped Youth: Cooperative Models for Planning
and Developing Transitional Services

84.158B

Eleven model demonstration grants were funded as a result of this competition conducted in fiscal year, 1984. The major goals of projects in this competition are: (1) development of formal working agreements and mechanisms between state or local education agencies and adult service agencies that result in programs and service models assisting handicapped youth to enter competitive or supportive employment; (2) demonstration of unique methods for ensuring placement of handicapped students in continuing education and training programs; and (3) creation of models demonstrating the intervention of various support systems.

Purpose: The major purpose of this competition was to support projects designed to plan and develop cooperative models for activities among state or local education agencies and adult service agencies with the goal of facilitating effective planning to meet the service and employment needs of handicapped youth as they leave school.

Authority: Section 626 of the Education of the Handicapped Act (20 U.S.C. 1425).

Eligible Recipients: State or local education agencies, institutions of higher education, state, and other public or nonprofit private educational or research agencies and organizations.

No. of Grants to be Awarded: Approximately \$1,000,000 was made available to support 13 new cooperative models in fiscal year 1984.

Anticipated Funding Level: Projects should have been budgeted up to \$75,000.

Duration: Grant approval was for up to a two-year period subject to an annual review of progress and the availability of funds.

Recipients/Sponsoring Agencies: Seventy percent of the grants awarded in this competition were received by local education agencies (5 of 11 grants) or by state education agencies (3 of 11 grants). The other three recipients were two private nonprofit organizations and an institution of higher learning.

Geographic Location: The 11 projects are located in 6 states, one commonwealth and two in Washington D.C. California has two projects. Five of the projects (45%) are structured to facilitate interagency collaboration within counties that include major metropolitan cities (e.g., Dallas, Hartford, Santa Barbara). Five of the projects (including one commonwealth) are state-wide in focus and are primarily concerned with state-level program planning and implementation. Two projects are national in focus and structured to provide technical assistance to state-level program planners and implementations.

Target Audience: Of the 11 projects, all have provided indirect services to handicapped youth via development of interagency collaboration and programming. While nine of the projects indicated aggregate numbers of youth served totaling over 4,000 individuals, less than 70% of those appear to have received direct services from grants in this competition. However, an emphasis of across agency and parental training among recipients/sponsoring agencies has provided direct services to over 450 individuals who will directly affect state and local level policy related to interagency collaboration.

Project Purposes: The geographic area of interest appears to have heavily influenced the purpose of most projects in this competition. Four of the five projects are structured to effect metropolitan interagency collaboration and seek to develop and implement a model that will be applicable in other major cities. One of the five metropolitan projects is directly linked with handicapped military dependents in the continental U.S. and on a base overseas. The five statewide projects seek to maximize their utilization of resources for handicapped persons via structuring coordination among state-level agencies. Similarly, the nationwide projects seek to maximize utilization transition information by "reporting-out" activities to state education agencies and providing state-level technical assistance.

Current Focus (1985-86): Since these projects began in late 1984 or early 1985 and will terminate in late 1986, all are currently involved in activities directly related to effecting the implementation of models for interagency collaboration, staff and parent training, and dissemination of their model products.

Cooperating Agencies and Organizations: As expected, all projects in this competition have extensively engaged existing agency and organizational resources. Reflective of geographic focus and purpose, each of the three groups within this competition (i.e., national, state or local in delivery of services) has involved appropriate agencies and organizations. For example, projects with a statewide focus have collaborated with State Departments of Public Instruction and State Departments of Mental Health while at the metropolitan level projects mirror a mixture of locally-based advocacy groups as well as state and national direct service providers agencies and governmental units.

Project Evaluation Plan: Evaluation plans appeared to rely upon gathering information on a continuing basis. Plans which were formative in nature, providing data to help formulate the direction and content for evolving interagency collaboration, seemed to be the primary interest across projects. Data was collected from a variety of sources: minutes of meetings, pre-post test instruments to measure change of awareness levels in participants, summary progress reports, project interagency agreement documents.

Products: All projects have products that are currently available upon request. Products include: interagency agreements, training packets to effect interagency collaboration, site procedural manuals, resource guides, video-tapes and/or slide-tape presentations, workshop packages, regional training sessions manuals, parent manuals for transition and supported employment, and reports on the status of adult transition services.

Title: The Sonoma County Transition Project Competition: 84.158B
 Mailing Address: Contact Person: Gail O'Connor
 North Bay Dev. Disabilities Services, Inc. Telephone: (707) 528-6161
 North Bay Regional Center Geographic Area Served:
 790 Sonoma Avenue Sonoma County
 Santa Rosa, CA 95404
 Project Start Date: 1/2/85
 Project End Date: 12/30/86

STUDENTS SERVED: Total: 24

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-present	Developmental disabilities	24	16-21

STAFF SERVED: 30 Client Program Coordinators and counselors from other agencies involved with the transition process - 1984-present.

PARENTS SERVED: 58 Parents/care providers through the ITP process - 1984-present.

OTHERS: 52 Seminars for training Adult Service Providers, Information Sessions for Community, Strategic Planning Sessions - 1984-present

PROJECT PURPOSE:

To develop model processes through information exchange, interagency coordination, community acceptance and system awareness to assist individuals with developmental disabilities in the transition from school into a fully integrated adult life in the community.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Implementation of the transition model, evaluation of implementation and development of action plans for addressing the barriers experienced in implementing the model.

COOPERATING AGENCIES & ORGANIZATIONS (if any): (please identify)

Santa Rose Junior College, Area IV Developmental Disabilities Board, Regional Centers, City and County Schools, Dept. of Rehabilitation, Dept. of Habilitation, State Hospital, Adult Vendors Group

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Project documents, summary progress reports, baseline survey information.

PROCEDURES FOR COLLECTION AND REPORTING: Parent, student, employer survey questionnaires, evaluation conducted by Project Director.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available 8y</u>
Evaluation/Progress report	<u>yes</u>	<u>1/1/87</u>
Other products or reports, describe below	<u>yes</u>	<u>1/1/87</u>
Training packets, interagency agreements, transitional service plan format		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transitional model, training modules, developmental disabilities, individualized transition plans, parent training, job placement
 SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

105

Title: A Cooperative Model for Planning and
Developing Transitional Services for
Handicapped Youth

Competition: 84.158B

Mailing Address:

Santa Barbara High School District
Director of Special Education
723 E. Cota St.
Santa Barbara, CA 93103

Contact Person: Thomas Murphy
Joseph Pasanella

Telephone: (805) 963-4331

Geographic Area Served:

Santa Barbara School District

Project Start Date: 1/1/85

Project End Date: 12/30/86

STUDENTS SERVED:

Total: 300

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	All types	198	15-21
1986-present	All types	300	

STAFF SERVED: 30 Total

PARENTS SERVED: 125 Total

OTHERS: Volunteers: 30 Total

PROJECT PURPOSE:

To build interagency partnerships which result in the collaborative design and delivery of programs and services which support the successful transition to adulthood by youths with handicaps via: developing partnerships with community service providers, business and industry; providing additional support services for students; developing post-school services through functional interagency agreements.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Refinement of written interagency agreements; supportive services training modules for parents and volunteers; Special Day Class (LH, SH) District employability curriculum; curriculum-based assessment.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Area Board IX for Developmental Disabilities, Association for Retarded Citizens, California Children's Services, County Mental Health, Industry Education Council, Private Industry Council, Santa Barbara City College, Tri-Counties Regional Center, Vocational Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student records; project activity and strategy summaries; staff, parents, community rating of project effectiveness.

PROCEDURES FOR COLLECTION AND REPORTING: External evaluation by District Research and Evaluation Department using structured interviews and selected data collection instruments.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u> </u>	<u>1/87</u>
Other products or reports, describe below	<u>yes</u>	<u>1/87</u>

Project Guide, training modules, parent participation guidelines, LH/SH Special Day Class Curriculum: Process and Product

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Interagency agreements, parent/volunteer training, private sector and community agency involvement, transition cooperative, model development, job placement

SECONDARY DESCRIPTORS (5 or less): LEA initiated, individual transition plans, vocational assessment model, curriculum

PROJECT PROFILE

Title: Secondary Education and Transitional
Services for Handicapped Youth Planning
Project

Competition: 84.158B

Mailing Address:

Commonwealth of Northern Marianas Islands
Department of Education
Lower Base
Saipan, Commonwealth of Marianas 96950

Contact Person: Josephine Guerrero-Mesta

Telephone: 670-9956

Geographic Area Served:

Commonwealth

Project Start Date: 9/3/84

Project End Date: 8/30/86

STUDENTS SERVED:

Total: 22

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Educable mentally retarded	10	12-21
	Visually impaired	2	
	Hearing impaired	10	

STAFF SERVED: 4 total in 1984-85.

PARENTS SERVED: 22 total in 1984-85.

OTHERS:

PROJECT PURPOSE:

To plan a structured secondary and post-high school training and transitional service delivery model for handicapped students in the commonwealth of the Northern Marianas Islands.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Implementation of model developed as a result of first year activities.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Exceptional Children's Coordinating Committee, Northern Marianas College, Vocational Rehabilitation, Job Training Partnership Act

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Records of activities undertaken to meet stated objectives.

PROCEDURES FOR COLLECTION AND REPORTING: Record review, project files, minutes of meetings.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u>11/86</u>
Other products or reports, describe below	<u>yes</u>	<u> </u>
Informational package, video-tape		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Rural service delivery, interagency programming, model for replication, inservice, technical assistance

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

107

Title: Planning and Developing Cooperative
Transitional Services for the Handicapped
in Connecticut

Competition: 84.1588

Mailing Address:

Deputy Commissioner for Program and
Support Services
State Department of Education
P.O. Box 2219
Hartford, CT 06145

Contact Person: Lorraine Aronson

Telephone: (203) 566-8888

Geographic Area Served:

Statewide and Greater Hartford Area

Project Start Date: 10/1/84

Project End Date: 9/30/86

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
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STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop a regional inter-agency collaborative process through which students with handicapping conditions may receive suitable training, counseling, and assessment in preparation for leaving high school to enter competitive or supported employment or to access further education or training; to facilitate the student's transition from school based services to adult/community based services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Implementation of regional interagency collaborative planning and development process, including a community based task force, with support and technical assistance from the state.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

State Dept. of Education, Office of Protection and Advocacy for Handicapped and Developmentally Disabled Persons, Governor's Committee on Employment of the Handicapped, Dept. of Labor, Dept. of Mental Retardation, Dept. of Mental Health, Board of Education and Services for the Blind, Commission on the Deaf and Hearing Impaired, Board of Higher Education, Dept. of Corrections, and the Department of Children and Youth Services

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Content and appropriateness of training sessions and materials; and the extent to which the project's objectives are obtained.

PROCEDURES FOR COLLECTION AND REPORTING: Training evaluation forms completed by participants; resource manual critique form submitted by reviewers.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>12/31/86</u>
Other products or reports, describe below	<u>yes</u>	_____

Pathways to Employment: A Blueprint for Action: Summary Reports for three greater Hartford area conferences and Transition from School to Work: A Resource Manual for Practitioners and Parents of Students with Disabilities

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Interagency collaboration, regional service coordination, technical assistance, SEA initiated

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

Title: A Program to Coordinate the Services of
DVR and DPI to Effectuate a Smooth
Transition from School to Employment

Competition: 84.1588

Contact Person:

Mailing Address:

Robert Snyder or Barbara Bennett -
(302) 571-3916
Martha Brooks - (302) 454-2073

Assistant Director for Client Services
Division of Vocational Education
321 E. 11th St., L-1 Building
Wilmington, DE 19801

Geographic Area Served:
Statewide

Project Start Date: 9/1/84
Project End Date: 8/30/86

STUDENTS SERVED: Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	All handicapping conditions	130	15-21
1985-86		200	

STAFF SERVED: Inservice of staff: 60.

PARENTS SERVED: 50 (increasing in next project year).

OTHERS: Supportive Employment Conference: 120
Vocational Evaluation Training: 80

PROJECT PURPOSE:

To develop a model for interagency coordination of services (among home, school, and community agencies) that will better prepare handicapped youth in Delaware to move from the school environment to the work environment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Staff inservice training, implementation of model in project sites.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Dept. of Vocational Education, Dept. of Special Education, Vocational Rehabilitation, Dept. of Public Instruction

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Students served, student school completers, skill acquisition of students, student employability record.

PROCEDURES FOR COLLECTION AND REPORTING: Pre/post test instruments to measure change of awareness levels in participants, knowledge and skill acquisition levels, and changes in expectations of parents and professionals.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	_____
Other products or reports, describe below	<u>yes</u>	_____
Staff inservice training modules, site procedural model		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): All handicapping conditions, staff inservice, model, individual transitional plans
SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

109

Title: National Transition Program Support System Competition: 84.1588
 Mailing Address: Contact Person: Dick Gallaway
 Nat'l Assoc. of State Directors of Telephone: (202) 296-1800
 Special Education Geographic Area Served:
 1201 - 16th St., N.W., Suite 404E Nationwide
 Washington, DC 20036
 Project Start Date: 10-1-84
 Project End Date: 10-1-86

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
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STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Establish national center for information collection and dissemination on the status of adult transition services among state agencies and to provide technical assistance to state level program planners and implementors regarding new transition programs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Information collection and analysis on status of adult transition services among state agencies; dissemination of reports, providing technical assistance to state level planners and program implementors.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Council of State Admin. of Vocational Rehabilitation, National Assoc. of State Directors of Vocational Ed., National Assoc. of State Developmental Disabilities Councils, National Information Center for Handicapped Children and Youth, National Assoc. of State Directors of Special Education

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Process/outcome/impact data as determined appropriate by external evaluator.

PROCEDURES FOR COLLECTION AND REPORTING: Gallaudet College's Program Evaluation Center (i.e., external evaluation).

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	_____
Other products or reports, describe below	<u>x</u>	_____
Monthly reports, periodic reports on status of adult transition services		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Interagency, adult, parents, state planning, technical assistance

SECONDARY DESCRIPTORS (5 or less): Nationwide, dissemination, survey

Title: Cooperative Models for Planning and
Developing Transitional Services

Competition: 84.158B

Mailing Address:

University of Georgia
College of Education
850 College Station Road
Athens, GA 30610

Contact Person: Mitylene Arnold

Telephone: (404) 542-1235

Geographic Area Served:

Statewide

Project Start Date: 7/1/85

Project End Date: 5/30/86

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
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STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To analyze components in successful transition programs to determine appropriate staff development activities and resource allocation within the state which will facilitate effective transition from school to work.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Conducting regional surveys, developing regional resource guides, analysis of regional resources, conducting needs assessment from parents.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

ARC of Georgia, Dept. of Mental Health and Mental Retardation, Dept. of State Schools and Special Services

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED:

PROCEDURES FOR COLLECTION AND REPORTING:

PRODUCTS:

Available
Presently

Will Be
Available By

Evaluation/Progress report

9/1/87

Other products or reports, describe below

9/1/87

Regional Resource Guides, Consumer's Guide to Vocational Opportunities in Georgia,
Parent Manual for Transition and Supported Employment

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Parent involvement, regional planning

SECONDARY DESCRIPTORS (5 or less):

Title: Special Education and Transitional Services for Handicapped Youth: A Cooperative Model for Planning and Developing Transitional Services for North Dakota

Competition: 84.158B

Mailing Address:

North Dakota Dept. of Public Instruction
Director of Special Education
Capitol Building
Bismark, ND 58505

Contact Person:

Gary Gronberg - (701) 224-2277
Deanne Horne - (701) 852-6318

Geographic Area Served:

Statewide

Project Start Date: 10/1/84

Project End Date: 9/30/86

STUDENTS SERVED:

Total: 3237

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	All handicapping conditions	indirectly 3237	14-21+

STAFF SERVED: 32 local special education directors, 8 regional vocational rehabilitation directors, 8 regional developmental disabilities coordinators, and 38 regional vocational special needs coordinators served in 1984-85 and 1985-86.

PARENTS SERVED: All parents of all handicapped children age 14 and over in North Dakota.

OTHERS:

PROJECT PURPOSE:

To facilitate the orderly transition of handicapped students from school to independent adult life through the design, development, implementation, and dissemination of a state-level cooperative model for transitional services in North Dakota.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Conducting eight regional workshops to special education, vocational education, and vocational rehabilitation and developmental disabilities personnel in North Dakota and dissemination of Transitional Process Handbook.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Dept. of Public Instruction, State Board for Vocational Education, Developmental Disabilities Services, Division of Vocational Rehabilitation, and Dept. of Human Services

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Perceptions of individuals about guidelines and cooperative agreements.

PROCEDURES FOR COLLECTION AND REPORTING: Feedback/questionnaire responses from regional workshop participants.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	(Final Report) <u>10/86</u>
Other products or reports, describe below	<u>yes</u>	

Guide/directory of services available to handicapped, workshop package, document detailing cooperative arrangements at the state level; Slide-tape presentation - "North Dakota Transition;" Transition: A Team Approach--A Process Handbook; Regional Training Manual

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): State-level cooperative agreements, interagency programming, staff training, SEA initiated, statewide impact

SECONDARY DESCRIPTORS (5 or less):

Title: Project IMPACT: Innovative Model Project
for Achieving Community Transition

Competition: 84.1588

Mailing Address:

Dallas Independent School District
Special Education Department
3700 Ross Ave.
Dallas, TX 75204

Contact Person:

Jay Cummings - (214) 426-3234
Bill Quinones - (214) 526-5536

Geographic Area Served:

Dallas County

Project Start Date: 10/1/84

Project End Date: 10/1/86

STUDENTS SERVED:

Total: 47

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-85	Severely and moderately mentally	12	17-21
1985-present	retarded	35	21-22

STAFF SERVED: 235* total to date (*staff involved in placements of 47 students).

PARENTS SERVED: 90 total to date.

OTHERS:

PROJECT PURPOSE:

To develop a school to community transition model that facilitates comprehensive planning and the identification of appropriate services for handicapped young adults who are "aging out" of eligibility for public school services..

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Replication of refined project model developed and field tested in previous project year.

COOPERATING AGENCIES & ORGANIZATIONS (if any): (please list)

Extensive number in Dallas

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Parent, student, agency, and school district processes for effective transition.

PROCEDURES FOR COLLECTION AND REPORTING: Survey of parents, community agencies, students, student observation data, and follow-up data.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	_____
Other products or reports, describe below	<u>yes</u>	_____

Several (e.g., Training Video-Tape Program, Resource Library of Community Services and Agencies, Newsletters, a Transition Model, Policies and Procedures Document)

PROJECT DESCRIPTORS: (Chosen from attached list).

PRIMARY DESCRIPTORS (5 or less): Transition, model development, parent orientation, individualized transition plan, interagency cooperation, community agency placement,
SECONDARY DESCRIPTORS (5 or less): student follow-up after graduation

Title: Reaching Employment Through Applied
Individual Learning... for Handicapped
Students on Military Installations

Competition: 84.1588

Mailing Address:

Clover Park School District #400
Research Development and Management
10020 Gravelly Lake Drive, S.W.
Tacoma, WA 98499

Contact Person: Wayne Spence

Telephone: (206) 756-8256

Geographic Area Served:

Clover Park School District

Project Start Date: 10/1/84

Project End Date: 9/30/86

STUDENTS SERVED:

Total: 25

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1984-present	All types	25	16-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To design and implement a model which allows 70% of the students in the project to obtain successful unsubsidized employment in the military environment or elsewhere and implement independent living plans upon completion of their program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Replication of project at one domestic site and one overseas military installation.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Clover Park School District, Madigan Army Medical Center, Northwest Area Exchange of the Army and Air Force Exchange Services, Western Commissary Region of the Department of the Army

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Project documents, records and files, student follow-up data.

PROCEDURES FOR COLLECTION AND REPORTING: Collected by independent team of experts in evaluation of vocational/special education programs.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u> </u>
Other products or reports, describe below	<u>yes</u>	<u> </u>
Project brochure, various project products (e.g., curriculum)		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Military dependents, military-based employment, parent training, individualized transition plan, on-the-job training, follow-up, classroom-
SECONDARY DESCRIPTORS (5 or less): based instruction

TRANSITION PROJECT COMPETITION PROFILE

Competition: Secondary Education and Transitional Services for
Handicapped Youth: Cooperative Models for Planning
and Developing Transitional Services

85.158C

Sixteen model demonstration grants were funded as a result of this competition conducted in fiscal year 1986. It was expected that applications submitted under this competition would consist of a planning phase (1 year) and an implementation phase (2 years) which would result in cooperative systems planning to go beyond collaboration to formal working commitments and agreements. In addition, it was expected that models would be rigorously evaluated to determine their effectiveness to extend current knowledge relating to the transition needs of handicapped youth.

Purpose: The purpose of this project is to plan and develop cooperative models for activities among state, intermediate, or local education agencies and adult service providers, which will facilitate effective planning and program development to meet the service and employment needs of handicapped youth as they leave school.

Authority: Section 326 of Title 34 of the Education of the Handicapped Act (20 U.S.C. 1425).

Eligible Recipients: State or local education agencies, institutions of higher education, state or other public or nonprofit private educational or research agencies and organizations.

No. of Grants to be Awarded: Approximately \$880,000 was made available to support eight to 10 new cooperative models in fiscal year 1986.

Anticipated Funding Levels: Projects should have been budgeted up to \$85,000 per year.

Duration: Grant approval was up to three years subject to annual review of progress and the availability of funds.

Recipients/Sponsoring Agencies: Eighty percent of the grants awarded in this competition were received by private nonprofit educational agencies or organizations (7 of 16), or by state education agencies (6 of 16). The other three recipients were an institution of higher education and two local education agencies.

Geographic Location: The 16 projects are located in 11 states and one in Washington D.C. North Carolina has three projects while Missouri and Virginia have two projects each. Seven of the projects (about 45%) are structured to facilitate models within counties that include major metropolitan cities (e.g., Nashville, Phoenix, Charlotte, Stockton). Four projects are state-wide in focus, another four projects target rural regions within states, and one is structured to initiate and document five comprehensive state interagency models.

Target Audience: Of the 16 projects, 13 provided direct services to handicapped youth through model programs that were developed as a result of this competition. Over 1,200 youth had received services as of June 1986. In addition, over 600 parents of handicapped children received services from the various projects, plus over 600 professional staff from education and service provider agencies received training and/or other services from grant recipients related to the transitional programming of handicapped youth.

Project Purposes: Nine of the 16 models have as their expressed purpose the transition of individuals with handicapping conditions from school to employment. Four of the projects have seemingly focused their purposes on a more generic approach to provide a variety of transitional services which include: transition to work, further vocational training, continuing education, supported employment, and/or adult services. Of the remaining three: one has developed a model to assist LD students' transition to post-secondary education; another seeks to provide vocationally-oriented rehabilitation and education services for severe physically disabled youth 14-22 years of age; and the third to facilitate the integration of visually impaired students into secondary vocational education programs.

Current Focus (1985-86): All projects are in their second year of operation and are implementing and refining their models for transitional services. Activities across all projects are currently focused on inservicing and training of project staff, parents, and related agency personnel. Additionally, most projects indicated refinement of student placement related activities, development and evaluation of student transitional training materials, and conducting parent and community information seminars as main efforts being undertaken during the current and upcoming year of operations.

Cooperating Agencies and Organizations: Five of the projects did not list or identify cooperating agencies or organizations. Most of the remaining nine projects extensively engaged other agencies and organizations. One project indicated involvement of vocational education.

Project Evaluation Plan: Evaluation plans varied across projects. Projects seemed to be collecting data on student achievement, general characteristics, and outcomes from student participation. Almost all projects were collecting data to compare student program entry with exit activity as a measure of project/model success. Frequently identified strategies for collecting data included: interviews with parents, employers and students; student follow-up; review and maintenance of student records and program checklists; project manager on-site visit reports; and, use of a third-party evaluator. Eleven projects indicated an evaluation report would be available by 10/1/86. Five project evaluation reports will not be available until after the project has terminated.

Products: Fourteen of the projects have indicated the availability of products and/or reports by the fall of 1986. Commonly identified products include: video-tape on transitional program; publicity brochures; training modules/manual for parents, businesses and students; forms and procedures for transitional process; workshop materials; and the project's cooperative model plan.

PROJECT PROFILE

117

Title: MEAL (Model for Employment and Adult Services)

Competition: 85.158C

Mailing Address:

Research and Development Training
2929 E. Thomas Road
Suite 208
Phoenix, AZ 85016

Contact Person: Dorothy Crawford

Telephone: (602) 955-2920

Geographic Area Served:

Phoenix

Project Start Date: 10/1/85

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 40

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-87	LD	40	17-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop a model which provides successful transition for persons with learning disabilities to optimal employment that is commensurate with their capabilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Identify levels of service need, developing sequenced instructional curriculum, establishing job and housing banks, conducting vocational assessment, providing job placement services.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

R&D Training Institutes, Inc., Maricopa Skills Center, Vocational Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Data from all levels of project (participants, curriculum development, project director records).

PROCEDURES FOR COLLECTION AND REPORTING: Project evaluator will collect, analyze and write a summative evaluation report.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>11/1/86</u>
Other products or reports, describe below	<u>yes</u>	<u> </u>
Sequenced instructional curriculum		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): LD, job placement, interagency cooperation, transition

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

118

Title: L.I.V.E. (Learning Independence in Varied Environments)

Competition: 85.158C

Mailing Address:

Stockton Unified School District
701 N. Madison
Stockton, CA 95202

Contact Person: Gerry Schwarzentraub

Telephone: (209) 944-4034

Geographic Area Served:

Project Start Date: 10/1/85

San Joaquin County

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 16

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Severely & moderately mentally retarded	16	18-22

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop and implement a cooperative transitional services model that will prepare special education students for transition to employment and independent living.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Providing classroom and community-based training, placing students in unsubsidized employment, preparation of LIVE replication package.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

California State Department of Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student records, activities of evaluation center, job site training and classroom activities, community training, and situational assessment information.

PROCEDURES FOR COLLECTION AND REPORTING: Behavior checklists, pre/post self-concept measures, questionnaires used with employers, staff, visitors to measure perception of program success, and structured interviews with staff, parents, and employers.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>9/87</u>
Other products or reports, describe below	_____	<u>9/87</u>
LIVE Replication Package		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Classroom training, community-based training, independent living, supported work

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

119

Title: Developing Cooperative State Models to
Meet the Transitional Needs of Disabled
Youth: An Inter-Agency Approach

Competition: 85.158C

Mailing Address:

Council of Chief State School Officers
Suite 379
400 N. Capital St., NW
Washington, DC 20001

Contact Person: Cynthia G. Brown

Telephone: (202) 393-8159

Geographic Area Served:

Nationwide

Project Start Date: 10/1/85

Project End Date: 9/30/87

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
	N/A		

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

Initiate and document five comprehensive state interagency models support. successful
transition approaches and programs for disabled youth.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Selection of participant states, planning and conducting five state interagency planning
conferences, beginning technical assistance for development of state models, review and
refinement of state cooperative plans.

COOPERATING AGENCIES & ORGANIZATIONS (if any): (please list)

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED:

PROCEDURES FOR COLLECTION AND REPORTING:

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>10/1/86</u> (informal)
Other products or reports, describe below	<u>no</u>	_____
Interagency State Conference Reports		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): National impact, model development, all handicapping
conditions, technical assistance
SECONDARY DESCRIPTORS (5 or less):

Title: Transition Improvement Planning: Services
for Youth with Handicaps

Competition: 85.158C

Mailing Address:

Human Development Institute
Porter Building
University of Kentucky
Lexington, KY 40506

Contact Person: Michael Norman

Telephone: (606) 257-1337

Geographic Area Served:

Statewide

Project Start Date: 10/1/85

Project End Date: 9/30/87

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	All types		16-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To improve programs preparing youth with handicaps for transition from school age programs to community living and employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Expansion of transition task force to include agencies outside of the Department of Education. Planning Symposium for local area interagency teams. Production of a 30 minute video tape on transition which describes exemplary programs in the state. Analysis of needs assessment data.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Kentucky Dept. of Education, Human Development Institute, Division for Mental Health/Mental Retardation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: People involved, meetings held, documents produced.

PROCEDURES FOR COLLECTION AND REPORTING: Computerized information programs, Project Director records.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	_____
Other products or reports, describe below	<u>yes</u>	_____
Task Force Report. planning process model, procedures for implementation		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Interagency programming, SEA directed, all handicapping conditions

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

121

Title: Project P.E.T. (Partners for Effective Transition)

Competition: 85.158C

Mailing Address:

Edge, Inc.
210 W. Pierce
Kirksville, MO 63501

Contact Person: Sue Ann Morrow

Telephone: (816) 665-9465

Geographic Area Served:

Northeast Missouri

Project Start Date: 9/1/85

Project End Date: 8/30/87

STUDENTS SERVED:

Total: 10-25 (as participants exit the Project more begin)

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Developmental disabilities	10-25	over 16

STAFF SERVED: 4 staff members

PARENTS SERVED: 20

OTHERS: Teachers 10-30
Adult Service Providers 10-30

PROJECT PURPOSE:

To develop and implement a model cooperative plan to insure the effective and timely transition of persons with developmental disabilities into the world of work. This plan will be developed by a planning committee consisting of adult service providers, parents, school personnel and employers and implemented through a Community Transition Center. In addition, recently graduated students unemployed or underemployed are provided vocational training utilizing the Supported Employment Model as well as related skill training.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Development of cooperative plan and employment options, enrollment of graduating students who are not fully employed at the Community Transition Center, securing employment through the Supported Work Model and parent teacher training.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Dept. of Mental Health, Regional Center, Vocational Rehabilitation, JTPA, Job Service, Social Security Administration, Northeast Missouri State University

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Agencies involved and time spent by each, time spent in on-the-job training, time spent in skill training, employer contacts, and employer follow-up, participant skill acquisition.

PROCEDURES FOR COLLECTION AND REPORTING: Parent and consumer questionnaires, informal assessments by staff, weekly log of participant contacts, continuous assessment of skill acquisition.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>9/86</u>
Other products or reports, describe below	<u>no</u>	<u>9/86</u>
Parent and teacher training manual, cooperative model plan - 12/86		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Parent training, developmental disabilities, inter-agency cooperation, on-the-job training, rural employment

SECONDARY DESCRIPTORS (5 or less):

Title: STEEP SPAN

Competition: 85.158C

Mailing Address:

Contact Person: James M. Caccamo

School District of Independence
14220 E. 35th St.
Independence, MO 64055

Patrick McGinn
Telephone: (816) 833-4417 or (816) 833-3433

Geographic Area Served:

Project Start Date: 10/1/85

Jackson County, Missouri

Project End Date: 9/31/86

STUDENTS SERVED:

Total: 64

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
10/85-6/86	Severe, moderate, and mild EMH, LD, 8D	64	14-21

STAFF SERVED: Inservice of 54 staff.

PARENTS SERVED: 64 Parents of participants.

OTHERS: Vocational rehabilitation, mental health, rehabilitation institutes, Chamber of Commerce.

PROJECT PURPOSE:

To strengthen and coordinate education, trainers, and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services. The project provides preparatory vocational training, job site development within the community, and needed transitional support services in the least restrictive environment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Developing plans to extend services.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student performance data from teachers and employers.

PROCEDURES FOR COLLECTION AND REPORTING: Review of project, director by project advisory committee and board of education.

PRODUCTS:

Available
Presently

Will Be
Available By

Evaluation/Progress report

yes

Other products or reports, describe below

10/86

Handbook of Community Services for the Handicapped, slide/video-tape presentation

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Vocational education, special education, model development, vocational evaluation, parent involvement, business-industry involvement, EMH,

SECONDARY DESCRIPTORS (5 or less): LD, 8D

PROJECT PROFILE

123

Title: A Planning Model for the Development of
Intersection Agreements and Transitional
Services

Competition: 85.158C

Mailing Address:

Director of Special Education
1117 South Street
Hastings, NE 68901

Contact Person: Barbara Elliott

Telephone: (402) 463-5611

Geographic Area Served:

Project Start Date: 10/1/85
Project End Date: 9/31/87

38 Rural school districts in South
Central Nebraska

STUDENTS SERVED:

Total: 450 (projected by end of grant period)

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	TMR, EMR, LD, BO, and other low incidence handicaps	300	High school 15-21

STAFF SERVED: Special education resource teachers, vocational teachers, counselors, agency staff (e.g., Mid-Nebraska Mental Retardation, Vocational Rehabilitation), private employers.

PARENTS SERVED: Parents of all handicapped students at secondary level.

OTHERS:

PROJECT PURPOSE:

The purpose of this project is to improve employment outcomes for handicapped rural high school students that are currently characterized by high unemployment rates, low wages, and dependent post-evaluation living arrangements.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Planning and developing intersector agreements, implementation of individualized transition plan process, development of operational plan for intersection agreements, familiarizing state-level agency heads with inter-section agreement cooperative planning model.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Interagency Planning Group--Vocational Rehabilitation, Mental Health Services, Social Services, Mental Retardation Services, Court System, private employers, public school administration

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Variables associated with job placement success and with individual's transition process.

PROCEDURES FOR COLLECTION AND REPORTING: Project site records, survey questionnaires to parents, interagency personnel, employers, follow-up interviews, computerized recording data.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>9/87</u>
Other products or reports, describe below	<u>?</u>	<u> </u>
Monographs describing interagency collaboration, Parent Handbook, forms and procedures for transition process, Employer Training Manual		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Interagency, parent involvement, individualized transition plans, public school students, TMR, EMH, LD, BO, rural district

SECONDARY DESCRIPTORS (5 or less): Interagency collaboration, a transition process, impact on staff utilization for schools and agencies

PROJECT PROFILE

124

Title: Assisting Learning Disabled Students
Transition to Post-Secondary Programs
Through Cooperative Planning at the
Secondary Level

Competition: 85.158C

Mailing Address:

Assistant Commissioner
New York State Dept. of Education
Room 1073 EBA
Albany, NY 12234

Contact Person: Lawrence Gloeckler

Telephone: (518) 474-5548

Geographic Area Served:

Statewide

Project Start Date: 10/1/85

Project End Date: 9/30/87

STUDENTS SERVED:

Total: _____

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-87	LD		17-18

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop a model for assisting LD students make a successful transition from secondary school to post-secondary education.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-87):

Development of cooperative planning model, identification of college bound LD students, establishing appropriate interventions for each student, linking LD students with appropriate/critical service delivery systems.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Office for Education of Children with Handicapping Conditions, Office of Higher and Professional Education, Vocational Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Evidence of objective(s) attained.

PROCEDURES FOR COLLECTION AND REPORTING: External evaluation review using Discrepancy Evaluation Design.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	10/1/86
Other products or reports, describe below	<u>yes</u>	_____
Cooperative planning model, Project Staff Final Report 10/87		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Transition to college, LD, SEA coordinated, interagency programming

SECONDARY DESCRIPTORS (5 or less):

127

Title: Experiential Prevocational Planning Project

Competition: 85.158C

Mailing Address:

Contact Person: Kay Holjes

Employment Opportunities, Inc.
4021 Livingston Place
Durham, NC 27707

Telephone: (919) 489-1938

Geographic Area Served:

Project Start Date: 9/1/85
Project End Date: 8/30/87

Raleigh and Wake Counties

STUDENTS SERVED:

Total: 21 direct + 95 indirect = 116

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	MR, autism, multiply handicapped	116	17-21

STAFF SERVED:

PARENTS SERVED: Informal parent training affected approximately 30 families.

OTHERS:

PROJECT PURPOSE:

To provide the opportunity for students with disabilities to experience and learn about the local job market, job seeking skills, and relatedness of avocational planning in order to smooth the transition from school to work.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Identification of students meeting entrance criteria, student assessment, identifying business employment sites, job try-out experiences for students, service agency orientations and visits, planning via IEP meetings.

COOPERATING AGENCIES & ORGANIZATIONS (if any): (Please list)

North Carolina Division of Vocational Rehabilitation, Wake County Mental Retardation/ Developmentally Disabled Services, Wake County Public Schools, Wake Transition Service Center (Wake Association for Retarded Citizens)

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Number of business sites visited, number of parents receiving information, student assessment scores, cost per pupil, number of students.
PROCEDURES FOR COLLECTION AND REPORTING: Client data sheet, office records, consumer questionnaire, follow-up records, pre/post test scores, student interviews, teacher interviews and questionnaires.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>7/86</u>
Other products or reports, describe below	<u>no</u>	<u>9/86</u>
Community Resources booklet, slide/sound, handouts, workshop materials		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Inter-agency programming, job try-out, leisure education and counseling, individualized transition planning, private/non-profit effort, parent
SECONDARY DESCRIPTORS (5 or less): training, job placement

Title: Competitive Employment Through Vocational Experiences

Competition: 85.158C

Mailing Address:

Dept. of Curriculum and Instruction
Univ. of North Carolina - Charlotte
Charlotte, NC 28223

Contact Person: Dr. David W. Test or
Ms. Pat Keul
Telephone: (704) 597-4487

Geographic Area Served:

Project Start Date: 10/1/85
Project End Date: 9/30/87

Charlotte/Mecklenburg, North Carolina

STUDENTS SERVED:

Total: 40

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	LD, EMR, physically disabled, hearing impaired	40	16-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To provide handicapped secondary students with competitive and volunteer work opportunities to compensate for the lack of work experience prior to graduation as well as provide each student with specific guidance in seeking employment through a written transition model.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Conducting parent/community information seminars, development of transition plans, job-coaching services for students in competitive and volunteer work experiences.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Charlotte Mecklenburg School System Voluntary Action Center (a United Way agency),
Vocational Rehabilitation

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Project progress in achieving objectives, effect of project on clients, degree of student skill acquisition, degree of student employability upon graduation.

PROCEDURES FOR COLLECTION AND REPORTING: Student observation by staff, interviews with parents and teachers, descriptive project records, collection of follow-up data on students after their graduation, and employer evaluations.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u>?</u>
Other products or reports, describe below	<u>no</u>	<u> </u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Individualized transition plans, volunteer work experiences, parent awareness programs, community awareness programs, supervised competitive
SECONDARY DESCRIPTORS (5 or less): work experiences, job coaching

PROJECT PROFILE

127

Title: Planning and Developing Cooperative Models
of Transitional Serv. for North Carolina's
Handicapped Youth

Competition: 85.158C

Mailing Address:

Division of Exceptional Children
N.C. Dept. of Public Instruction
Education Building
Raleigh, NC 27611

Contact Person: E. Lowell Harris

Telephone: (919) 733-3921

Geographic Area Served:

North Carolina

Project Start Date: 10/1/85

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 500

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-87	EMH, TMH, LD, Emotionally handicapped	500	15-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To effect statewide improvement in services for handicapped youth by assisting local education and human service organizers to cooperatively plan the transitional and adult services needed by handicapped youth.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Development of a statewide task force, identification of workable models of interagency transitional programming/planning, and publication of the workable models and a model plan. Funding of eight local level transition planning mini-grants, local level training in all eight educational regions.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Division of Vocational Education, Vocational Rehabilitation, Community Colleges, Mental Health and Retardation Services, and Youth Training and Job Assistance

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Daily/summative records regarding each major project objective, written project documents.

PROCEDURES FOR COLLECTION AND REPORTING: Self-reporting survey/questionnaire, external evaluator, local agencies self-evaluation, written log of project's activities.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>9/86</u>
Other products or reports, describe below	<u>yes</u>	_____

Coordinated State Plan 3/87, Resource Book of Model Programs and Exemplary Practices 11/86, Training Modules 5/87

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Cooperative planning, state level, local level, working program models, interagency agreement

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

128

Title: Collaborative Transition for Handicapped
Youth Through Inter-Generational Support
Teams

Competition: 85.158C

Mailing Address:

Genesis Learning Center
477 McMurray Drive
Nashville, TN 37211

Contact Person: Terence Adams

Telephone: (615) 832-4577

Geographic Area Served:

Nashville

Project Start Date: 10/1/85

Project End Date: 9/30/86

STUDENTS SERVED:

Total: 20

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Developmentally disabled	20	17-21

STAFF SERVED:

PARENTS SERVED:

OTHERS: 25 Senior volunteers and 25 individuals from businesses and agencies.

PROJECT PURPOSE:

To develop and disseminate a national model for transition of developmentally disabled handicapped youth, who are exiting school for the first time and entering the adult community, with an emphasis on employment and extended job placement.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Development of transition model, inservicing of 25 senior volunteers and 25 individuals from businesses and agencies.

COOPERATING AGENCIES & ORGANIZATIONS (if any): (please identify)

Division of Vocational Rehabilitation Services, Nashville Public Schools - Special Education Department

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student level of vocational social behaviors, program operation, senior citizen involvement.

PROCEDURES FOR COLLECTION AND REPORTING: Criterion-referenced test results, employer interviews, written questionnaires to all individuals involved in program, project staff observation.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>9/30/86</u>
Other products or reports, describe below	<u>?</u>	<u> </u>

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Interagency initiative, senior citizens involvement, developmentally disabled, on-the-job training, private sector placement

SECONDARY DESCRIPTORS (5 or less):

Title: Utah Transition Planning and Employment Project

Competition: 85.158C

Mailing Address:

Utah Department of Social Services
P.O. Box 45500
Room 234
Salt Lake City, UT 84145

Contact Person:

Susan Behle - (801) 533-7146
Pat Sanchez - (801) 533-5604

Geographic Area Served:

Three rural communities in Utah

Project Start Date: 9/1/85
Project End Date: 8/30/87

STUDENTS SERVED:

Total: 35

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	(please list types of handicaps)	35	17-21

STAFF SERVED: 9 special education teachers, special education directors, and special education/vocational directors.

PARENTS SERVED: 9 to date (1986).

OTHERS: 9 through our interagency agreements; we have established technical assistance to various agencies and lay boards.

PROJECT PURPOSE:

To facilitate the transition of students with severe handicaps from high school to adult services and community-based employment alternatives.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Developing inter-agency transition planning process, developing transitional parent training model, field test of model in three sites, developing checklists, developing training materials, establishing employer contracts, providing technical assistance, and conducting pilot evaluation.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Utah Division of Services to the Handicapped, Dept. of Special Education at Univ. of Utah

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Satisfaction of parents, school personnel and employers, impact of program in terms of implementation of services.

PROCEDURES FOR COLLECTION AND REPORTING: TPS implementation checklist, employment program models implementation checklist, model utility checklist, transition plans.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>no</u>	<u>10/1/87</u>
Other products or reports, describe below	<u>yes</u>	<u> </u>
Manual for Implementing Transition, training materials for parents and professionals, evaluation checklists		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Rural transitional programming, interagency, parent training, transition plans, work placement

SECONDARY DESCRIPTORS (5 or less):

Title: Cooperative Model for Planning and Dev.
Transitional Serv. for Handicapped Youth

Competition: 85.158C

Mailing Address:

Children's Hospital
2924 Brook Road
Richmond, VA 23220

Contact Person: Kathleen May

Telephone: (804) 321-7474

Geographic Area Served:

Project Start Date: 10/1/85
Project End Date: 9/30/87

City of Richmond and Hanover, Henrico &
Chesterfield Counties

STUDENTS SERVED:

Total: 17

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Physically/multiply handicapped	17	14-22

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To develop a cooperative model for providing vocationally-oriented rehabilitation and education services to youth with severe physical disabilities ages 14-22.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Develop cooperative agreements with city and county school districts, Children's Hospital of Richmond, and the Dept. of Rehabilitative Services, develop a tracking system for clients, develop plans, curricula, and models for vocational evaluation and career exploration, provide inservice training to professional staff.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Richmond Children's Hospital, Virginia Dept. of Rehabilitative Services, and the districts of the City of Richmond and Hanover, Henrico and Chesterfield Counties

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Records of project activities as delineated in site proposals.

PROCEDURES FOR COLLECTION AND REPORTING: Random site visits by Coordinator, self-evaluation by clients and parents, interviews with project staff.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	_____	<u>Quarterly</u>
Other products or reports, describe below	_____	<u>4/87</u>
Program model		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Physically and multiply handicapped youth, cooperative agreement, vocational evaluation, career exploration, vocational curriculum

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

131

Title: Project STEER

Competition: 85.158C

Mailing Address:

Contact Person: Mary Kelvin

Virginia Dept. for Visually Handicapped
Education Services
397 Azalea Ave.
Richmond, VA 23227

Telephone: (804) 264-3140

Geographic Area Served:

Statewide

Project Start Date: 10/1/85

Project End Date: 9/30/87

STUDENTS SERVED:

Total: 26

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	Visually impaired	26	14-21

STAFF SERVED: 20 Vocational instructors/classroom aides

PARENTS SERVED: Parents not directly served. Need consent for student participation.

OTHERS:

PROJECT PURPOSE:

The goal of this project is to develop cooperative model programs in Virginia that will facilitate effective integration of visually impaired students into vocational education programs and ultimately into competitive employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Establishing guidelines and methods for the visually impaired to access vocational education programs, selection of localities for pilot sites, student assessment, IEP development, and securing equipment adaptations.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Funding through the Virginia Dept. for the Visually Impaired, Vocational Rehabilitation, Education Services, Dept. of Special Education

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Student assessment, selection, mainstream data.

PROCEDURES FOR COLLECTION AND REPORTING: Plan of services, client narrative reports, coordinator records, coordinators visits to regional offices.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
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Evaluation/Progress report

8/1/86

Other products or reports, describe below

yes

Written project models, manuals describing vocational education programs and transitional services

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Visually impaired, mainstreaming into vocational education, SEA position/coordination, interagency programming

SECONDARY DESCRIPTORS (5 or less):

PROJECT PROFILE

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Title: Cooperating Models for Planning and
Developing Transitional Services for
Mildly Retarded Handicapped Individuals

Competition: 85.158C

Mailing Address:

Organizational Architects, Inc.
100 W. 1st St.
Aberdeen, WA 98520

Contact Person: Mike Taylor

Telephone: (206) 533-4387

Geographic Area Served:

Project Start Date: 7/1/85
Project End Date: 9/30/87

Nine rural school districts

STUDENTS SERVED:

Total: 20

<u>Period</u>	<u>Handicapping Conditions</u>	<u>No. Served</u>	<u>Age</u>
1985-86	EMR, LD, BD	20	17-21

STAFF SERVED:

PARENTS SERVED:

OTHERS:

PROJECT PURPOSE:

To design and implement a program which aims to provide transition services from school to work for handicapped youth in rural areas.

CURRENT FOCUS OF PROJECT ACTIVITIES (1985-86):

Assessment of students, developing individualized training plans, placement in public and private sector training sites.

COOPERATING AGENCIES & ORGANIZATIONS (if any):

Grays Harbor Community College

PROJECT EVALUATION PLAN:

DATA/INFORMATION TO BE COLLECTED: Strategies utilized, project outcomes, parent, staff, student and business satisfaction.

PROCEDURES FOR COLLECTION AND REPORTING: External evaluation conducted quarterly that utilize interviews and a variety of questionnaire surveys.

PRODUCTS:

	<u>Available Presently</u>	<u>Will Be Available By</u>
Evaluation/Progress report	<u>yes</u>	<u> </u>
Other products or reports, describe below	<u>yes</u>	<u> </u>
Individualized training plans		

PROJECT DESCRIPTORS: (Chosen from attached list)

PRIMARY DESCRIPTORS (5 or less): Rural transition, individualized training plans,
private/non-profit initiative, college linkage, on-the-job training, EMR, LD, BD
SECONDARY DESCRIPTORS (5 or less):

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Janis Chadsey-Rusch
Visiting Assistant Professor
of Special Education

Lizanne DeStefano
Visiting Assistant Professor
of Educational Psychology

Jane Dowling
Visiting Assistant Professor
of Special Education

James W. Halle
Assistant Professor of
Special Education

Delwyn L. Harnisch
Assistant Professor of
Educational Psychology

Laird W. Heal
Professor of Special
Education

Robert L. Linn
Professor of Educational
Psychology

L. Allen Phelps
Professor of Vocational
Education

Adelle M. Renzaglia
Associate Professor of
Special Education

Frank R. Rusch
Professor of Special
Education

Richard P. Schutz
Visiting Assistant Professor
of Special Education

Robert E. Stake
Professor of Educational
Psychology

Institute Advisory Committee

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Association
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Paul Wehman, Ph.D.

Director
Rehabilitation, Research and
Training Center
Virginia Commonwealth University



